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Over the years, providing services that support a smooth transition from school to adult life for students with intellectual disabilities (ID) increasingly has gained attention in the United States. However, the same level of importance placed on postschool outcomes of secondary students with ID has not yet been achieved in Saudi Arabia, in spite of it being a high-income country. In regard to services to support transition from school to adult life for students with ID in Saudi Arabia, a close look at the special education publications in the Saudi Arabian literature suggests a noticeable lack of information or focus on secondary transition from school to adult life of students with ID. Although a few studies provided valuable contributions to our knowledge about secondary transition from school to adult life for students with ID in Saudi Arabia, they focused mainly on special education teachers' perceptions and attitudes toward either general transition services, a specific transition area (i.e., employment services), or a specific transition approach (i.e., community-based vocational instruction).

The purpose of this study was to investigate the provision of transition services from school to adult life for secondary students with moderate ID in Saudi Arabia. I conducted semi-structured interviews over 4 months with 12 participants, including 6 special education teachers and 6 parents of students with moderate ID. I discussed 4 major findings related to transition services provided for secondary school students with moderate ID in Saudi Arabia, including (a) lack of pedagogical content knowledge

related to the transition from school to adult life (i.e., what they are teaching and how they are teaching that content), (b) lack of services that reflect pedagogical content knowledge related to the transition from school to adult life, (c) insufficient infrastructure, and (d) lack of hope for long-term outcomes (e.g., quality of life). Furthermore, I share the implications of the findings, delineate the limitations of this study, and outline recommendations for future research.

TRANSITION SERVICES FROM SCHOOL TO ADULT LIFE FOR SECONDARY STUDENTS WITH MODERATE INTELLECTUAL DISABILITIES IN SAUDI ARABIA: PERCEPTIONS OF PARENTS AND SPECIAL EDUCATION TEACHERS

by

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Committee Chair

Dedicated to my parents, Saad and Heelah, to my wife, Eman, to my kids, Aseel and Saad, to my sisters, Monerah, Norah, Muznah, and Sarah, and to my brothers who have taken care of parents and sisters while I was pursuing my graduate studies, Colonel Ibrahim, Dr. Sattam, and Dr. Hamad.

APPROVAL PAGE

This dissertation, written by MOHAMMED S. ALSHUAYL, has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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TABLE OF CONTENTS

Page

LIST OF TABLES

Page

CHAPTER I

INTRODUCTION

In this chapter, I provide a brief overview of the literature on the prominence of providing transition services for individuals with intellectual disabilities (ID). In this literature review, I highlight legislation that regulates the provision of special education services in Saudi Arabia, including transition services. Finally, in this chapter, I conclude with a discussion of the potential contributions of the current study, and the research questions this study will address.

Overview

Since Saudi Arabia's founding as a country in 1932, it has had a noticeable and rapid growth and development demonstrated through numerous projects across the country. As a result, these projects have moved the country from a developed state to a modern state (Ochsenwald et al., 2019). Due to the strong economy and global respect, Saudi Arabia holds a membership in The Group of 20 (G20), which is an international forum consisting of finance ministers and central bank governors of the largest economies in the world (Kenton, 2019). The present improved economic status of the country has led to a huge and positive impact on the educational system, including aspects focused on special education services for students with disabilities (Mosaad, 2016). The development of special education services in Saudi Arabia will be explained in the following sections.

The initiation and evolution of special education in Saudi Arabia has been similar to evolutions that have happened in other countries (e.g., United States of America). For example, the current conditions of individuals with disabilities in the United States is greatly different from conditions they experienced before the passage of first and ensuring federal laws (e.g., *Education of All Handicapped Children Act, 1974*; *Individuals with Disabilities Education Act [IDEA]*). A similar evolution is occurring in Saudi Arabia; that is, is in sharp contrast to the expected future before the governmental passage of the Disability Code in 2000, there currently is a promising future for individuals with disabilities in Saudi Arabia. The Disability Code requires public agencies in Saudi Arabia to provide "free and appropriate medical, psychological, social, educational, and rehabilitation services" for individuals with disabilities (The Disability Code, 2000, M/37). This law was issued to prohibit discrimination against individuals with disabilities in public life areas, including health, psychological, social, education, and rehabilitation services, all of which have been available to the Saudi general public who do not have disabilities.

Importantly, throughout the last 20 years, there has been a great shift from providing services for individuals with disabilities in segregated settings to integrated settings in which those individuals with disabilities receive services along with individuals who do not have disabilities (e.g., in general education classes in a general school). Individuals with disabilities in Saudi Arabia have moved from receiving little attention from the government and their communities to receiving considerable attention as the government has begun to endeavor to accommodate the needs of individuals with

disabilities, as well as provide appropriate services for them. For instance, initially, in the late 1990s, individuals with disabilities received educational services solely in separate institutions with other individuals who had similar disabilities.

Currently, however, special education regulations and laws allow students with disabilities to receive services in integrated public schools with same-age peers who do not have disabilities. When describing the development of special education in Saudi Arabia, publications that focus on the history of special education suggest there is a severe lack of relevant research (i.e., Al-Ajmi, 2006; Al-Mousa, 2010; Alquraini, 2010). In addition to the little research that exists pertaining to the development of special education in Saudi Arabia, the few studies that do exist explain the development of special education with very little supporting details. In the next chapter, the researcher will describe stages through which services for individuals with disabilities have progressed in Saudi Arabia during the last 60 years.

Secondary students all over the world encounter several difficulties as they move from childhood to adult life, but this especially is the case for secondary students with disabilities (Pandey & Agarwal, 2013). Adult life is challenging, and even more so for students with ID, therefore the years during which students attend secondary school is a crucial period for their preparation for adult life (Franco & Meo, 2018). Throughout their secondary school years, evidence-based practices exist to assist students with disabilities in preparing for adult life, including aspects of life such as being independent, being employed, and participating in the community. In fact, a growing body of research in the United States encourages schools to put their effort toward improving postsecondary

outcomes for all students, including those with ID (Flexer et al., 2005). Similarly, West (1991) supports emphasizing special education procedures to support positive postschool outcomes. Thus, achieving meaningful postschool outcomes has been recognized as an essential measure of school success at preparing secondary students with ID for adult life.

In responding to the demands of improving postschool outcomes, the United States Department of Education, Office of Special Education and Rehabilitation Services (OSERS) established a national priority on improving the quality of services to assist students with disabilities in transitioning from school to adulthood (Will, 1984). For three decades, policy makers in the United States have attended to the provision of services for students with disabilities to transition smoothly from school to adult life in their own communities including, but not limited to, transition to adult employment, post-secondary education, and independent living (Simonsen & Neubert, 2012). Services to support transition from school to adult life, therefore, has become an identified bridge that links school experiences and postschool outcomes.

Statement of Problem

Over the years, providing services that support a smooth transition from school to adult life for students with ID increasingly has gained attention in the United States. However, the same level of importance placed on postschool outcomes of secondary students with ID has not yet been achieved in Saudi Arabia, in spite of it being a high-income country. The limited transition services provided for students with ID in Saudi Arabia was noticed by Alnahdi (2013) who concluded that, among other things, special education teachers who teach students with ID feel that they are not well-prepared to

effectively develop and implement transition plans either for or with their students. This current lack of preparedness and the provision of limited services for a smooth transition from school to adult life for students with ID in Saudi Arabia might be the case partly because of the limited focus on transition services and postschool outcomes for students with ID in the existing published research.

A comprehensive review of the literature found only three research studies focused on services to support the transition from school to adult life for students with ID in Saudi Arabia (i.e., Almalky, 2018; Alnahdi, 2013, 2016). Even though these three studies contributed to the research on transition in Saudi Arabia, they discussed transition services from a narrow perspective by focusing only on the perceptions of special education teachers and their attitudes regarding certain aspects of transition (i.e., employment services, general transition services); that is, these three studies did not include the perspective of either students with ID or their parents. In addition, none of these three studies examined the type and quality of transition services provided for students with ID. There exists, therefore, a significant need to conduct additional research that: (a) describes and evaluates services to support transition from school to adult life currently provided for secondary students with ID in Saudi Arabia; (b) examines the perspectives of fathers of secondary students with ID and their teachers related to those transition services; and (c) identifies barriers that prevent those students from having successful postschool outcomes.

Significance of the Study

This study contributes to both the research and practice in the field of special education in Saudi Arabia, specifically in relation to services to support transition from school to adult life for secondary students with ID. It will contribute to the research in three particular ways. First, it will extend the literature by providing a detailed description of the nature of services to support transition from school to adult life provided for secondary school students with ID in Saudi Arabia. Second, it will utilize a qualitative study design, which is a rarely used approach to research in the field of special education in Saudi Arabia. As evidenced by (Fehaid et al., 2020), there is a significant lack of use of qualitative research designs and single subject research designs, as well as intervention research overall, in the field of special education in Saudi Arabia.

Third, it will expand the breadth of special education research in Saudi Arabia by involving parents of secondary students with ID and teachers as study participants. In relation to impact on practice, this study will highlight the impact of provided services to support transition from school to adult life for students with ID in Saudi Arabia, and will identify strategies that have, and have not, been effective at preparing students with ID in Saudi Arabia for adult life.

Purpose of the Study

This study investigates the provision of transition services from school to adult life to secondary students with ID in Saudi Arabia. First, this study describes the nature of transition services from school to adult life currently offered to six secondary students with ID in Saudi Arabia. Second, this study examines the anticipated long-term outcomes

for the six secondary students with ID participating in the study. In order to achieve these two research objectives, this study will address the following specific research questions:

1. What are six parents' perspectives about the secondary transition experiences of their children with moderate intellectual disabilities age 15-22 in self-contained educational settings in Saudi Arabia, and the long-term outcomes they expect from those services?
2. What are six teachers' perspectives about the secondary transition experiences of their students with moderate intellectual disabilities age 15-22 in self-contained educational settings in Saudi Arabia, and the long-term outcomes they expect from those services?
3. How do parents' perspectives about the secondary transition service experiences and expected long-term outcomes provided for their children with moderate intellectual disabilities in self-contained educational settings in Saudi Arabia compare with the perspectives and expected long-term outcomes of their children's teachers?

Definition of Terms in Saudi Arabia

Mainstreaming

Mainstreaming means educating individuals with disabilities "in regular education schools, and providing them with special education services" (The Document of Rules and Regulations for Special Education Institutes and Programs, 2002, p. 8).

Mainstreaming Programs

Mainstreaming programs are “special education programs in regular education schools. These programs include: self-contained classroom programs, resource room programs, itinerant teacher programs, teacher-consultant programs, and follow-up programs” (Al-Mousa, 2010, p. 17).

Self-Contained Classes

Self-contained classrooms are classes established to serve students with disabilities within general education schools (The Organizational Guide of Special Education, 2016).

Special Education Programs

Special education programs include: “self-contained classroom programs, resource room programs, itinerant teacher programs, teacher-consultant programs, and follow-up programs” (Al-Mousa, 2010, p. 17).

Special Institutes or Special Education Institutes

Special schools in Saudi Arabia that include “schools for the blind, schools for the deaf, and schools for the mentally retarded” (Al-Mousa, 2010, p. 17).

Inclusion

> In the field of education, inclusion involves a process of reform and restructuring of the school as a whole, with the aim of ensuring that all pupils can have access to the whole range of educational and social opportunities offered by the school. This includes the curriculum on offer, the assessment, recording and reporting of pupils’ achievements, the decisions that are taken on the grouping of pupils within schools or classrooms, pedagogy and classroom practice, sport and leisure and recreational opportunities. (Mittler, 2000, p. 2)

Inclusive Education

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and support that enable them to meet success in the core curriculum. (McManis, 2017)

Intellectual Disability

Intellectual disability is a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills. This disability originates before the age of 18. (American Association on Intellectual and Developmental Disabilities [AAIDD], 2002)

CHAPTER II

LITERATURE REVIEW

This study aims to provide an in-depth description of the nature of services to support transition from school to adult life provided to six secondary students with ID in Saudi Arabia. This chapter contains sections on the following information: (a) a description of the initiation of special education in Saudi Arabia; and (b) a review of public policies and practices for individuals with ID in both Saudi Arabia and the United States, particularly those related to inclusive education and transition from school to adult life. This review of public policies and practices concludes with brief summaries of the three existing research studies related to services to support transition from school to adult life for students with ID in Saudi Arabia.

The development of special education in Saudi Arabia is discussed in four stages to assist readers not only to understand and appreciate the significance of past events of special education in Saudi Arabia, but also to understand the factors attributed to those events. Specifically, I provide a long-term view of the cultural understandings, as well as social responses to individuals with disabilities.

Since special education services still are under development in Saudi Arabia (Al-Ajmi, 2006) and limited research exists in the area of secondary transition from school to adult life for students with ID, I use information about special education in the United States, specifically related to inclusion and transition, as an example of services worth

being imitated. I use this example due to the richness of special education research and other literature that already exists in relation to the context in the United States, as well as the efforts over time that have led to the evolution of the special education system in that country. Thus, the following sections describe stages that services for individuals with disabilities have moved through during the last 60 years in Saudi Arabia and the United States.

Initiation of Special Education in Saudi Arabia

During the last 60 years, there has been gradual progress in development and provision of special education services in Saudi Arabia. A review of the extant literature suggests that the development of special education services in Saudi Arabia has moved through four stages, including a zero services stage, a self-taught stage, an exclusion with regulations stage, and a mainstreaming stage. These four stages are discussed below based on the very limited available literature that exists discussing the development of special education in Saudi Arabia.

Prior to 1958: Zero Services Stage

Prior to 1958, the fate of individuals with disabilities in Saudi Arabia was likely to be ambiguous. At that time, most individuals with disabilities remained in their homes and it was the duty of their families to provide any services needed (Al-Ajmi, 2006).

Specifically, individuals with disabilities were denied access to publicly funded educational and rehabilitation opportunities before 1958, with there being not even a government-run institution in which individuals with significant disabilities (e.g., ID, autism, multiple disabilities) could live. As a result, individuals with disabilities relied

solely on themselves and their families to meet even their basic needs (e.g., food, clothing, shelter) and were denied access to all education and rehabilitation services available to others at that time. The next stage evolved as some individuals with visual disabilities started to educate themselves without any governmental support.

1958 to 1960: Self-Taught Stage

The exclusion of this disenfranchised population, however, did not stop a group of individuals who were blind from educating themselves in a manner similar to their typical peers (i.e., people of the same age who did not have disabilities). As a result of receiving no services from either the government or private sectors, in 1958 a few individuals with blindness took the initiative and established an evening class to teach themselves how to use Braille for reading and writing (Althabet, 2002). These individuals' efforts provided a major wakeup call resulting in the provision of special education services for people with visual disabilities in Saudi Arabia.

Within a few years, their effort triggered the Saudi Arabian Ministry of Education to provide educational services to meet the needs of individuals with blindness, specifically in relation to learning and using Braille. In 1960, therefore, the Ministry of Education established the first segregated special education institute where students with visual disabilities could live and be educated. The next stage, segregation with regulations, explains more about the improvement in educating people with blindness in segregated special education institutes.

1960 to 1990s: Segregation with Regulations Stage

After observing the benefits derived from learning Braille, in 1960 the Ministry of Education built and opened the first school for students with blindness and other visual impairments in Riyadh, the capital city of Saudi Arabia (Althabet, 2002). A few years later the Ministry of Education paid particular attention to the needs of students with disabilities and established special education services for students with three types of disabilities – blindness/visual impairment, deafness/hearing impairment, and mental retardation/intellectual disability. Multiple special education institutes to provide special education services to these students were opened in various cities across Saudi Arabia (Al-Mousa, 2007). It is notable that the order in which special education services were developed for students with disabilities was first, blindness/visual impairment; second, deafness/hearing impairment; and third, mental retardation/intellectual disabilities (Aldabas, 2015).

In 1964, the Ministry of Education opened the first special education school for students (i.e., both males and females) who were deaf in which the students started to receive educational services by the government (Aldabas, 2015). In 1972, the first government-run state residential institution was established for individuals with ID (Al-Mousa, 2007). In this institution, individuals with ID lived with other individuals with ID and were provided services to meet their basic needs, including shelter, medical care, food, and clothing. At the beginning of 1974, the Saudi government realized that the issues of individuals with disabilities were more openly discussed and they were constantly identified, thus, there was an increased demand for services. In response, the

Ministry of Education established the Department of Special Education in 1974 in an attempt to provide a variety of services (i.e., educational, social, vocational) for individuals with the same three types of disabilities including those with blindness/visual impairment, deafness/hearing impairment, and mental retardation/ intellectual disabilities (Al-Mousa, 2010). Since then, the Department of Special Education expanded the number of residentials and separate institutions to provide services for students with these three types of disabilities across the country.

Until this point of time, all services (i.e., education, rehabilitation, housing, medical) were in segregated settings. Due to the notable increase in special education services in Saudi Arabia, there was a call for integrating all individuals with disabilities in many aspects of society, including public schools, to ensure individuals with disabilities would receive the services they needed in a manner that was similar to their same-age peers. The movement toward inclusive education for students with disabilities began in the next mainstreaming stage.

1990s to Current: Mainstreaming Stage

At the end of the 1990s, the field of special education in Saudi Arabia began to be influenced by a few professors who had graduated from universities in the United States and who had begun to demand a model of education that reflected the inclusion of students with disabilities; that is, a model of education that provides opportunities for students with disabilities to learn within general education classes along with effective instructional practices. As a result of the advocacy of these professors, the Department of Special Education initiated the implementation of an education model of “partial

inclusion" for students with disabilities. With this model, students with disabilities received services in general education schools that served students without disabilities, but remained segregated in self-contained classes (Alnahdi, 2012). To effectively implement "partial inclusion" for students with disabilities in general education schools, the Department of Special Education: (a) redesigned schools architecturally to accommodate the needs of students with disabilities; (b) modified curricula to meet the needs of students with disabilities, including the systematic use of Braille as needed; (c) hired certified special education teachers to teach students with disabilities; (d) funded schools to acquire special education equipment and educational resources; and (e) provided support services for students with disabilities (e.g., assessment, identification, speech therapy, physical therapy).

Since then, the government has paid considerable attention to providing education services for students with disabilities, with a rapid increase in the number of segregated special education institutes, and self-contained classes within general education schools, and resource rooms (i.e., a remedial classroom established within general education schools for students with learning disabilities to receive specialized instructions and assistance on a part-time basis). As demonstrated by the United Nations Human Rights report (2015), the number of special education programs for all students with disabilities (e.g., visual impairments, hearing impairment, ID, autism, multiple disabilities) including special education institutes, self-contained classes within general education schools, and resource rooms within general education schools increased sharply from 31 for males and 16 for females in 1990, to 2,910 for males and282 for females in 2014.

For students with ID, the dramatic increase is evident in a 2017 report by the Department of Special Education in Saudi Arabia with data on the number of segregated schools and self-contained classrooms in which students with ID are being served in. This report states that there are 879 segregated special education schools and self-contained classrooms serving 11,747 male students with ID, and 555 segregated schools and self-contained classrooms serving 8,098 female students with ID across the country. The previous data show a gradual increase of the number of segregated schools and self-contained classes established to meet the needs of students with ID in Saudi Arabia.

Conclusion

Over the past six decades a movement to develop and provide special education services for all students with disabilities has been growing in Saudi Arabia. The initiation of special education in Saudi Arabia started from a zero services stage, followed by a self-taught stage, an exclusion with regulations stage, and finally a mainstreaming stage.

During the current mainstreaming stage a few special education laws and regulations have positively impacted the services provided for students with disabilities. The following section reviews public policies for individuals with disabilities in Saudi Arabia (i.e., Disability Code, 2000; Special Education Regulation, 2001) and reviews some of the public policies for individuals with disabilities in the United States (i.e., IDEA, 2004; NCLB, 2001; ESSA, 2015; ADA, 1990).

Public Policies and Educational Practices for Individuals with Intellectual Disabilities

In this section, I provide information on the major governmental laws that affect individuals with ID in Saudi Arabia (i.e., Disability Code) and the United States (i.e., IDEA, 2004; NCLB, 2001; ESSA, 2015; ADA, 1990), with more emphasis on *inclusive education* and *transition from school to adult life* domains. These laws aim to protect and support the rights of all individuals with disabilities, including those with ID, as well as prohibit any type of discrimination against them in several life domains including, but not limited to, education, employment, and transportation.

Inclusive education has been demonstrated to lead to more successful post-school outcomes for students with ID (Baer et al., 2011; Bennett & Gallagher, 2013; Ryndak et al., 2010; Winn & Hay, 2007). Similarly, better outcomes have been found when implementing services for transition from school to adult life for students with ID, especially in relation to improving their social skills (Alwell & Cobb, 2009), career skills (Alberto et al., 2005; Nelson et al., 1994), community experiences (Bates et al., 1999; Landmark et al., 2010; Wiodowski & Ginsberg, 1995), and independent living skills (Ayres & Cihak, 2010; Cannella-Malone et al., 2012; Mechling et al., 2008; Mechling & Stephens, 2009).

Public Policies and Educational Practices for Inclusive Education in Saudi Arabia

Since the Disability Code (2000) protects the right of individuals with disabilities, including individuals with ID, to receive a free and appropriate services in all life domains including education, in 2001 it triggered the Ministry of Education to issue

regulations for special education in an attempt to ensure that services are provided effectively and the needs of students with disabilities are met. The special education regulations call for services that:

> (a) discover and assess each child's skills and abilities, in order to develop them through appropriate programs and activities; (b) give children every opportunity for education and help them achieve their highest potential; (c) develop acceptable social behavior and prepare children for a stable life; (d) provide stability for children with disabilities and needed medical, psychological, and social care, and help children become as independent as possible; (e) prepare children for possible work in order for them to be productive and self-supporting members of society; and (f) educate the general public about disabilities and foster greater understanding of how to interact with children with disabilities. (Ministry of Education, 2001)

These regulations are tools used to achieve educational, social, functional, medical, behavioral, and psychological outcomes that would otherwise not be achieved by students with disabilities. These regulations are necessary to improve the quality of life of students with disabilities, as well as hold schools and special education teachers accountable for the outcomes of students with disabilities. The ultimate objective of these regulations is to ensure smooth and fair services are delivered for students with disabilities equitable to their age-peers without disabilities. Thus, since the 1990s, special education has been engaged in an inclusive education stage and receiving considerable attention from the Ministry of Education as it is evidenced by a significant increase in the number of segregated special education institutes (i.e., self-contained schools) and self-contained special education classes in general education schools with students who do not have disabilities, currently available for all students with ID.

Despite these noticeable improvements in educational services for students with ID in Saudi Arabia, there remains a need to raise the expectations of students with ID and include them in general education classes. To enable students with ID to access and benefit from the general education curricula, school personnel must consider incorporating both accommodations and modifications in their teaching. Accommodations refer to a change in how students access information, participate in school activities, or demonstrate their learning without changing the curriculum content. In contrast to accommodations, modifications mean a change in the curriculum content that a student is expected to learn (Lee et al., 2010). It is crucial for the Ministry of Education in Saudi Arabia to take action in regards to including students with ID in general classes and instruction, so they have the opportunity to learn and benefit from the general education curricula. Further, the Ministry of Education should learn from other countries (e.g., United States) that have implemented inclusive education services for students with ID.

Public Policies and Educational Practices for Inclusive Education in the United States

Over the past 5 decades in the United States, a significant amount of research has been conducted on the "what" and "how" of teaching students with disabilities, including those with ID. As a result, school personnel have started to change their perceptions regarding the inclusion of students with severe disabilities in general education classes (Dymond & Orelove, 2001). Previous researchers suggest that teachers' perspectives toward including students with disabilities in general education classes play a vital role in

the successful implementation of inclusive education practices (Burke & Sutherland, 2004; de Boer et al., 2011; McHatton & Parker, 2013). Teachers who have positive attitudes regarding inclusive education are more likely to effectively implement instructional strategies in general education classes (Sharma et al., 2008). In contrast, teachers who have negative perspectives regarding inclusive education are more likely to have lower expectations of students with disabilities and that, in turn, negatively influences the opportunities of students with disabilities to access the general education curriculum with their grade-level typical peers (de Boer et al., 2011). In their study, de Boer et al. examined currently practicing teachers' attitudes toward inclusive education and found that the majority of teachers revealed negative perspectives toward inclusive education, and many teachers mentioned that they did not have sufficient knowledge, confidence, and capability to implement inclusive education practices. Similar to currently practicing teachers, pre-service teachers' attitudes toward inclusive education also can influence their instruction in inclusive general education classes (McCray & McHatton, 2011). Thus, pre- and in-service teachers' attitudes toward inclusive education play a role in determining the degree to which inclusive education practices are implemented effectively.

A growing body of research suggests that there is a link between inclusive education for students with ID and positive in-school and post-school outcomes (Baer et al., 2011; Bennett & Gallagher, 2013; Ryndak et al., 2010; Winn & Hay, 2007). In this context, the United States has passed laws and regulations that promote inclusive general education classes that comprise grade-level peers both with and without disabilities.

Federal legislation such as the Individuals with Disabilities Education Act (IDEA, 2004) requires school personnel to ensure that students with disabilities have access to and make progress in the general education curriculum. The aims of accessing general education curriculum are to "(i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and (ii) be prepared to lead productive and independent adult lives, to the maximum extent possible" (IDEA, 118, Stat. 2651). In addition, NCLB (2001) requires all students with disabilities, including students with ID, to be involved in the general education curriculum and to be included in the accountability assessments. It states that "All students with disabilities should have access to, participate in, and make progress in, the general curriculum. Thus, all students with disabilities must be included in the measurement of AYP [Annual Yearly Progress] toward meeting the State's standards" (p. 68698). Thus, federal legislation (i.e., IDEA, 2004; NCLB, 2001) protects the right of students with disabilities, including those with ID, to have access to and experience with the general education curricula with their grade-level typical peers.

Evidence-Based Practices for Students with Intellectual Disabilities

In support of inclusive education, in the United States special education service providers, including teachers, are expected to use evidence-based practices (EBPs) as the basis for designing and delivering educational services for students with disabilities. The implementation of EBPs has increased among special education teachers due to the noticeable increase in the number of students with disabilities, including those with ID, receiving services in general education classes with grade-level typical peers (Koegel et

al., 2012). Odom et al. (2005) defined EBPs as instructional strategies that have a strong body of research demonstrating they have positive effects on students' outcomes. In this context, the Innovation Configuration for Evidence-Based Practices for Students with Severe Disabilities (Browder et al., 2014) describes the state of EBPs for students with severe disabilities, including those with ID. This document is used to guide special education teachers and professionals in the use of EBPs for students with ID. Browder et al. followed the Horner et al. (2005) criteria to identify EBPs in special education for students with severe disabilities and found ten practices that met the criteria. These practices with their definitions and supporting research are included in Table 1.

Table 1.

Summary of Evidence-Based Practices for Students with Intellectual Disabilities

Evidence-based Practice	Definition	References
Simultaneous prompting	A prompt (e.g., verbal) is concurrently presented with the target stimulus.	(Morse & Schuster, 2004; Waugh et al., 2009)
Time delay	A system in which the prompt is concurrently presented with the target stimulus and then faded with small increments of time over successive trials.	(Browder et al., 2009; Walker, 2008; Riesen et al., 2003; Zisimopoulos et al., 2011)
Least intrusive prompts	An instructional strategy that delivers prompts only as needed to teach discrete or chained tasks.	(Browder et al., 2008; Browder et al., 2007; Mims et al., 2012; Browder et al., 2013)
Most-to-least intrusive prompts	Starting a task with more intrusive prompts such as physical guidance.	Aykut, 2012; MacDuff et al., 1993)

Evidence-based Practice	Definition	References
Pictorial self-instruction	A student with severe disability independently uses picture activity schedules to complete tasks.	(Hume et al., 2012; MacDuff et al., 1993; Schneider & Goldstein, 2010; Lancioni & O'Reilly, 2002; Steed & Lutzker, 1997).
Self-determined learning model of instruction	This strategy teaches self-directed learning to students in three units (*i.e.*, setting a goal, taking action, and adjusting the total plan).	(Shogren et al., 2012; Wehmeyer et al., 2012)
Directed inquiring	Students with severe disabilities are taught to use a directed-inquiring chart to answer questions about science and social studies topics.	(Browder et al., 2012; Courtade et al., 2010; Jimenez et al., 2009; Jimenez et al., 2012; Bethune & Wood, 2013)
Peer tutors	A peer tutor, typically, is the same age as a general education classroom, delivers instruction to a student with a disability.	(Carter et al., 2005; Carter et al., 2007; Collins et al., 2001; Jameson et al., 2008; Godsey et al., 2008; Kamps et al., 1989; McDonnell et al., 2001; Miracle et al., 2001)
Video modeling/ prompting	Video modeling employs a video that includes the entire target behavior in one viewing whereas video prompting shows clips of each component of a target behavior.	(Bellini & Akullian, 2007; Cannella-Malone et al., 2011; Cannella-Malone et al., 2012; Kagohara et al., 2011; Van Laahoven et al., 2009)
Computer-assisted instruction	A computer is used to present instructional materials and monitor the learning process.	(Ayres et al., 2013; Coyne et al., 2012; Knight et al., 2013; Pennington, 2010 ; Ramdoss et al., 2012)

Note. Evidence-based practices with definitions and references can be found at

http://ceedar.education.ufl.edu/tools/innovation-configurations/

In addition to the Innovation Configuration for Evidence-Based Practices for Students with Severe Disabilities, the Florida Inclusion Network (FIN) provides the School Best Practice for Inclusive (BPIE) which is "a school self-assessment process designed to identify priority needs, develop goals, plan improvement strategies, and organize resources to support the implementation of inclusive practices for students with disabilities" (FIN, 2008, p. 2-3). The FIN assesses progress in schools' implementation of BPIE through a set of inclusive practice indicators. These indicators are used to measure the provision of inclusive education services for all students with disabilities within three categories, including leadership/decision making, instruction/ student achievement, and communication/ collaboration. These indicators with their categories are included in Table 2.

Table 2.

Best Practices for Inclusive Education

	Leadership/Decision Making
1.	The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low and high incidence disabilities, across all grades, in general education and natural contexts.
2.	The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.
3.	The school has a key person who oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs.
4.	School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.

	Leadership/Decision-Making (Cont.)
5.	School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age and grade appropriate, heterogeneous, general education contexts 80% or more of the day.
6.	School data* reflect that all SWDs, ages 3–5, receive special education and related services in the regular early childhood (Pre-K) and kindergarten classes with peers without disabilities. * **schools with Pre-K programs only**
7.	School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first.
8.	School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.
9.	School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
10.	School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.
11.	School administrators advocate for all SWDs to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.
12.	All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age-appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities.
13.	All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.
14.	School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.
15.	School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

	Leadership/Decision-Making (cont.)
16.	School leaders facilitate job-embedded, technical assistance for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.
17.	School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.
	Student Achievement
18.	Specials, electives, and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.
19.	General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.
20.	A multi-tiered system of student supports (MTSS) and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.
21.	All instructional and related services personnel use formative assessment processes and tools to gather, analyze, and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.
22.	Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions that, when implemented in general education and natural contexts, allow SWDs to make progress toward meeting IEP and learning goals.
23.	There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts
24.	There is a school wide approach for planning and implementing Universal Design for Learning across all instructional and non-instructional school contexts.

	Student Achievement (cont.)
25.	There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWDs in general education classes and natural contexts.
26.	All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts.
	Communication/Collaboration
27.	All special education teachers are full, collaborative members of a general education curriculum team.
28.	General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.
29.	Family members of SWDs are contributing members of school decision-making groups.
30.	Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.
31.	When communicating with families of SWDs, all personnel consider family members as a resource and obtain their input in planning and problem-solving.
32.	Reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.
33.	The school uses a person-centered planning process for SWDs.
34.	School uses a team decision-making process to ensure SWDs transition from grade to grade, school to school, and district to district to ensure placement in the least restrictive environment.

Note. Best Practices for Inclusive Education can be found at https://www.floridainclusionnetwork.com/wp-content/uploads/2020/02/DBPIE-Indicators-at-a-glance-full-file.pdf

In 2018, TISE Center, which is a national technical center aims to support inclusive practices and policies, has built a Reflecting on Opportunities for Excellence in Inclusive Education (ROXIE) tool to update BPIE assessment. The purpose of ROXIE is

to reflect on the current practices, along with comparing those practices with evidence-based inclusive education practices (Ryndak et al., 2018).

In the following section, I begin with describing the public policies and practices for transition from school to adult life for students with ID in the United States and, then, Saudi Arabia. The aim of describing the public policies and practices for transition from school to adult life for students with ID in Saudi Arabia later is due to the limited information and research exiting that are related to the Saudi's context, as well as ending this chapter with summarizing the three transition studies that were conducted in Saudi Arabia.

Public Policies and Practices for Transition from School to Adult Life in the United States

In addition to mandating schools to ensure students with disabilities, including those with ID, have access to and make progress in the general education curriculum with grade-level typical peers, IDEA (2004) also mandates that schools prepare students with disabilities to transition from school to adult life. The purpose of IDEA (2004) is "to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living" (U.S. Department of Education, n.d.). Thus, IDEA (2004) requires schools to "transition" students with disabilities in relation to acquiring and using skills (e.g., academics, daily living skills, community access skills) across all aspects of adult life

(e.g., employment, accessing the community, living independently). IDEA legally define transition planning as:

> … a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. (U.S. Department of Education, n.d.)

As mentioned in the above definition, students with disabilities should be prepared for different adult roles after exiting school, therefore, it is the responsibility of school professionals to prepare students with ID for life after graduation.

Generally, when referencing transition for students with ID, the most frequent attention is turned to transition from school to adult life (Bouck & Park, 2019). Similar to their typical peers, students with ID must exit high school by graduating with a regular diploma, receiving a completion or attendance certificate, reaching maximum age, dropping out, and death (Institute of Education Sciences, 2018). In light with that, the lowest high school graduation rate with a regular diploma was observed in 2018 for students with ID with the rate of (42.2%), compared to the other disability categories (Bouck & Park, 2019). In line with the lowest graduation rate for students ID, research suggests that transition from school to adult life for students ID has higher risks to be unsuccessful, compared to other disabilities (Lipscomb et al., 2018). Once students with ID exit high school, four main domains are put into consideration including quality of

life, postsecondary education, employment, and independent living (Shogren et al., 2015).

Quality of Life

Quality of life refers to the extent to which a young adult has positive and mutually supportive relationships with general education peers that positively contribute to their overall well-being (Rubin et al., 2009), such as emotional, social, academic, and personal well-being. Schalock and Kieth (1993) created a taxonomy for quality of life that consists of three domains and which is used frequently in disability research, specifically in relation to published research on quality of life (Bambara et al., 2007). These three domains include independence (i.e., personal development, self-determination), social participation (i.e., interpersonal relations, social inclusion, rights), and well-being (i.e., emotional, physical, and material) (Biggs & Carter, 2016).

Halpren (1993) indicates that quality of life also has been used as a conceptual framework to assess transition outcomes, as well as to improve the transition services provided for adults with disabilities, including those with ID. Indeed, the quality of life of adults with ID has been found to be lower than the quality of life of their general education peers (Biggs & Carter, 2016). However, when investigating the quality of life of adults with ID at work after they exited school, Kober and Eggleton (2005) found that, generally, the quality of life of those working in competitive employment settings was higher than that of those working in sheltered employment settings. Considering the lower rate in the quality of life of students with ID during school and considering the lower rate in the quality of life of adults with ID in sheltered employment settings,

researchers suggest that several factors to improve the quality of life outcomes of individuals with ID should be considered when providing transition services (Bouck & Park, 2019). For instance, given students with ID the opportunities to be involved and make their choices in relation to their transition goals of adult life after exiting school as well as their goals pertaining to recreational and other activities when at leisure (Foley et al., 2012).

Postsecondary Education

The last decade has seen a positive shift toward transitioning students with ID to adult life, including but not limited to, transitioning to postsecondary education, employment, and community inclusion (Bouck & Park, 2019). The Higher Education Opportunity Act (2008) is designed to support students with ID to pursue postsecondary education by providing financial aid to attend colleges or universities (Public Law 110-315, HEOA). Grigal and Papay (2018) found that, during the last decade, the number of students with ID who have accessed postsecondary education programs has notably increased. Currently, over 270 postsecondary education programs exist for students with ID, and these programs are either two or four years in duration (Villegas, 2019). Hart and Grigal (2010) described these postsecondary education programs as representing three types of programs, including (a) separate programs; (b) mixed/hybrid programs; (c) inclusive individual support programs. (See Table 3 for the differences among these types of postsecondary education programs.)

Table 3.

Postsecondary Education Program Options for Students with Intellectual Disabilities

Substantially Separate Programs	Mixed/Hybrid Programs	Inclusive Individual Support Programs
All program elements are separate in a distinct program for only students with ID	Some program elements are integrated in existing postsecondary education program for students with disabilities, and some program elements only for students with ID	All program elements are integrated in existing postsecondary education program for students without disabilities

Note. Reporting from "Special education transition services for students with intellectual disabilities: Special education transition services for students with disabilities," by Bouck, E. and Park, J. (2019), Emerald Publishing Limited, 35, p. 58.

For students with ID, one of the ultimate goals of any postsecondary education program is employment. Cimera et al. (2018) examined the employment outcomes achieved by over 9,400 individuals with ID aged 17-26. They found that 70.3% of adults with ID who completed postsecondary education programs were employed, compared to 56.2% and 50.3% of those adults with ID who earned a high school diploma or received a certificate of completion, respectively. In addition, they found that the wages of adults with ID who participated in postsecondary education programs were higher than the wages of those who did not participate in postsecondary education programs. Thus, postsecondary education has resulted in an advantage for adults with ID, specifically in relation to employment.

Employment

In American society, employment is considered as a prominent part of each adult's life (Bush & Tasse, 2017). Consistent with this, researchers found that there is a correlation between employment and improvement of quality of life for adults with disabilities, including those with ID (Eggleton et al., 1999; Garcia-Villamisar et al., 2002; Persson, 2000). Despite the quality of life benefits of hiring individuals with disabilities (Hartnett et al., 2011), employment rates among adults with ID remain low (Bouck & Park, 2019; Bush & Tasse). Further, the employment among adults with ID is lower than for adults with other types of disabilities, such as those with learning disabilities, speech/language impairment, or emotional/behavioral disorders (Sanford et al., 2011).

Data from the National Longitudinal Transition Study- 2 (Nelson et al., 2011) sponsored by the U.S. Department of Education, Office of Special Education Programs (OSEP), reveal that the most common job held by adults with ID is related to food preparation and serving (25.1%), followed by building and grounds cleaning and maintenance (14.3%), and office and administrative support (11.3%) (Newman et al., 2011). When it comes to the average hourly wage, NLTS-2 data show that adults with ID earned the lowest hourly wage (US $7.90), compared to the average hourly wage of adults with other types of disabilities (US $10.40; Newman et al., 2011). Additionally, NLTS-2 data report that the average number of hours worked by adults with ID is 27.6 hours per week, with only adults with autism spectrum disorder having a lower average of hours per week with 24.1 hours (Newman et al., 2011).

Recently, there have been significant efforts to improve the employment among adults with disabilities, including IDEA (2004), Workforce Innovation and Opportunity Act (WIOA) law of 2014, and Employment First Framework. As mentioned earlier, the purpose of IDEA 2004 is to "prepare them for further education, employment and independent living" (U.S. Department of Education, n.d.). WIOA 2014 aims, among other things, is to improve adults with disabilities' access to high quality workforce services and prepare them for competitive jobs (U.S. Department of Labor, 2014). In addition to these efforts, the Employment First framework is another effort that is based on the assumption that all people, including those with disabilities, are capable of employment and integration in their community (U.S. Department of Labor, 2018). Such efforts have been made to increase the employment opportunities among adults with disabilities, including those with ID.

Independent Living

Independent living is defined as living without one's family or in a government-supported group home. Common independent living options include living in a house or apartment, either alone or with a roommate of your choice (Gray et al., 2014). Historically, adults with ID have experienced poor independent living outcomes (Bouck & Park, 2019; Lufting & Muthert, 2005). Specifically for adults with moderate or severe ID, NLTS-2 (Nelson et al., 2011) data show that they have a significantly lower rate of independent living than adults with mild ID or other types of disabilities, such as learning disabilities (Bouck, 2012). Also, NLTS-2 (Nelson et al., 2011) data indicate that adults with ID most frequently remain living with their parents after exiting high school (Gray

et al.; Woodman et al., 2014). However, between 1998 to 2011, Larson et al. (2013) have tracked the progress of independent living for individuals with ID (i.e., renting or owning their own houses) and noticed an increase in the rate of independent living.

The right to live independently and to be included in the communities emanates from the Americans with Disabilities Act (P. L. 110-325). It is also endorsed by Article 19a of the United Nation's Rights of Persons with Disabilities, which states "Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live" (United Nations, 2006). One way to develop and improve the skills needed for independent living is through transition programs such as post-secondary education and Think College (Rose et al., 2013). These transition programs provide training and instructions for adults with ID in an attempt to live independently (Rose et al.). Thus, it is crucial to prepare adults with ID for independent living and, therefore, they can choose where and with whom they live.

Evidence-Based Practices for Transition Planning and Services

Special and general education teachers, as well as other professionals (e.g., vocational rehabilitation specialists), are expected to use effective EBPs with students with ID in an attempt to maximize their success in adult life. Similar to EBPs for inclusive education, *Innovation Configuration for Transition Planning and Services* (Morningstar & Mazzotti, 2014) presents information about EBPs in secondary transition from school to adult life for students with disabilities, including those with ID. This document guides special education teachers and professionals when designing and teaching appropriate transition from school to adult life services for students with

disabilities. Morningstar and Mazzotti found 14 practices that met the scientific research criteria for being considered an EBP. These transition practices are grouped in five taxonomy categories including: student development, program structure, student-focused planning, family involvement, and interagency collaboration (see Table 4).

Table 4.

Summary of Evidence-Based Practices for Transition Planning and Services

Evidence-Based Practice	Definition	References
Student Development		
Career awareness	Learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.	(Alberto et al., 2005; Cihak et al., 2004; McDonnell & Ferguson, 1989; Nelson et al., 1994)
Community experience	Activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.	(Branham et al., 1999; Collins et al., 1993; Wiodowski & Ginsberg, 1995; Bates et al., 1999; Landmark et al., 2010)
Occupational courses	Individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals.	(Bates et al., 2001; Cihak et al., 2004; Mechling & Gast, 1997; Mechling et al., 2007; Mitchell et al., 2000)

Evidence-Based Practice	Definition	References
Paid employment/ Work experience	Work experience is any activity that places the students in an authentic workplace and could include work sampling, job shadowing, internships, apprenticeships, and paid employment.	(Baer et al., 2003; Benz et al., 2000; Nelson et al., 1994; Mechling & Ortega-Hurndon, 2007; Riffel et al., 2005)
Self-care/ Independent living skills	Skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.	(Ayres & Cihak, 2010; Cannella-Malone et al., 2012; Lasater & Brady, 1995; Mechling et al., 2008; Mechling, Gast, & Gustafson, 2009; Mechling & Stephens, 2009)
Social skills	Behaviors and attitudes that facilitate communication and cooperation (*e.g.*, social conversation).	(Alwell & Cobb, 2009)
Vocational education	It is a sequence of courses that prepares students for a specific job or career at various level positions.	(Alberto et al., 2005; Birkan, 2005; Denny & Test, 1995; McDonnell & Ferguson, 1989; Mechling & Gast, 2003; Mechling, Gast, & Langone; 2002; Schloss et al.,1995)

Evidence-Based Practice	Definition	References
Work study	A specific sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction.	(Clement-Heist et al., 1992; Heller et al., 1996; Mechling & Gast, 1997; Mechling & Ortega-Hurndon, 2007; Riffel et al., 2005)
Program Structure		
Transition program	A program that prepares students to move from secondary settings to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals.	(Izzo et al., 2000; Sinclair et al., 2005)
Student Development/Program Structure		
Exit exam requirements/high school diploma status	Exit exams are standardized state tests, assessing single content areas (*e.g.,* Algebra, English) or multiple skills areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma.	(Solberg et al., 2013)
Interagency Collaboration		

Evidence-Based Practice	Definition	References
Interagency collaboration	A clear, purposeful, and carefully designed process that promotes cross-agency, cross-program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.	(Kohler, 1996; Morgan et al., 2013; Morningstar & Clark, 2003; Test et al., 2009)
Family Involvement		
Parental involvement	Parents/families/guardians are active and knowledgeable participants in all aspects of transition planning.	(Kohler, 1996; Doren et al., 2012; Wagner et al., 2012; Boone, 1992)
Student-Focused Planning		
Program of Study	An individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals.	(Test et al., 2009)
Student-Focused Planning/ Student Development		
Self-determination/ Self-advocacy	The ability to make choice, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions	(Allen et al., 2001; Lancaster et al., 2002; Martin et al., 2006; Martin et al., 1996; VanReusen et al., 1994; Wehmeyer et al., 2004, Wehmeyer & Schalock, 2001)

Note. Evidence-based practices with definitions and references can be found at

http://ceedar.education.ufl.edu/tools/innovation-configurations/

The use of these EBPs is supported by legislation (i.e., IDEA, 2004; NCLB, 2001) to improve the transition of young adults with disabilities, including those with ID, from school to adult life in the community of their choice in the United States.

Public Policies and Practices for Transition from School to Adult Life in Saudi Arabia

In regard to services to support transition from school to adult life for students with ID in Saudi Arabia, a close look at the special education publications in the Saudi Arabian literature suggests a noticeable lack of information or focus on secondary transition from school to adult life of students with ID. A systematic review of the literature identified only three peer-reviewed studies conducted in Saudi Arabia that discussed post-school services to support transition for students with ID, specifically for those with mild ID. Although these three studies provided valuable contributions to our knowledge about secondary transition from school to adult life for students with ID in Saudi Arabia, they focused mainly on special education teachers' perceptions and attitudes toward either general transition services (Alnahdi, 2013), a specific transition area (i.e., employment services) (Alnahdi, 2016), or a specific transition approach (i.e., community-based vocational instruction) (Almalky, 2018). In light of such results, it is an alarming and concerning indication of a significant lack of research on practices that are supported by empirical studies and identified as EPBs in other countries, such as the 14 EBPs identified by Morningstar and Mazzotti (2014) discussed earlier. Following are summaries of the identified three studies.

Alnahdi (2013)

In his study highlighting services to support transition from school to adult life Alnahdi (2013) use survey methodology to investigate the perceptions and attitudes of special education teachers about services to support transition from school to adult life provided for students with mild ID in Saudi Arabia. The participants of this study included 369 special education teachers, and comprised 223 males and 146 females. Survey results indicated that all 369 participants demonstrated positive attitudes regarding the importance of providing for students with ID services to support their transition from school to adult life, such as successful work experience, in an effort to facilitate the students' achieving their post-school goals. In addition, results of this study showed that there were no statistically significant differences in teachers' attitudes toward services to support transition from school to adult life, regardless of either their genders or teacher preparation background. It is surprising that this study found that special education teachers who have a friend or family member with a disability had less positive attitudes in relation to the importance of services to support transition from school to adult life for students with ID. As Alnahdi stated, the previous finding stood opposite the assumption that teachers who have a friend or family member with a disability are expected to have higher positive attitudes than teachers who do not have a friend or family member with a disability. Similarly, this survey found that the participant's teaching experience played a key role in special education teachers' attitudes; that is, teachers with less than five years of teaching experience demonstrated more positive attitudes toward services to support transition from school to adult life for

students with ID than teachers with more than 10 years of teaching experience. Equally important as the previous findings, participants also indicated that they were not well-prepared in their teacher preparation programs to effectively implement services to support transition from school to adult life for students with ID.

Alnahdi (2016)

In this survey research, Alnahdi examined special education teachers' perceptions in regard to effective practices for facilitating students' effective transition to work for students with ID in Saudi Arabia. This survey included 369 special education teachers, and comprised 223 males and 146 females who had experience working with students with ID. Alnahdi offered various EBPs in transition from school to adult life services that related to general transition services (e.g., family-school relationship, student development, and student-focused planning) and transition to employment services (e.g., vocational training, parent involvement, interagency collaboration, service delivery). The findings from this study indicate that three practices were rated as highly important in terms of the importance of transition services by participants, including exposing students with ID to actual work experiences, engaging students with ID in more inclusive activities with their typical peers, and engaging families in developing transition plans from school to adult life for students with ID.

Almalky (2018)

In his research Almalky (2018) examined special education teachers' perceptions in regards to community-based vocational instruction (CBVI). The main purpose of this study was to determine whether implementing CBVI in Saudi Arabia's context would

lead to better outcomes for students with ID, similar to those outcomes in the United States' context. This study used an online survey completed by 81 high school special education teachers to collect information about teachers' demographics, educational experiences, knowledge of the CBVI's components, and anticipated benefits and barriers of applying CBVI with Saudi students with ID. Findings of this study demonstrated that teachers hold a positive attitude toward using CBVI with their students with ID, and believe that using CBVI would likely improve the students' outcomes. In addition, teachers suggested several potential barriers to implementing CBVI in the Saudi Arabia context, including insufficient support, lack of focus within teacher preparation programs, and lack of collaboration among schools and external agencies.

Conclusion

To conclude, this chapter discussed the initiation of special education in Saudi Arabia since 1958. To understand the past significant events that contributed to the development of special education in Saudi Arabia, I described the development of special education in Saudi Arabia in four main stages: zero services stage, self-taught stage, exclusion with regulations stage, and inclusive education stage. Then, I reviewed public policies and educational practices for students with disabilities in Saudi Arabia and the United States, with a focus on inclusive education and services for transition from school to adult life. This review of public policies and education practices in inclusive education and transition from school to adult life was undertaken to extract relevant information from the large body of research found that supports these practices with students with ID,

as well as the considerable efforts that have occurred to improve special education services in Saudi Arabia.

CHAPTER III

EDUCATIONAL OPTIONS FOR STUDENTS WITH ID IN SAUDI ARABIA

This chapter describes the education system in Saudi Arabia and emphasizes its uniqueness in terms of implementing a gender-segregation approach; that is, students receive educational services in contexts with students of the same gender. In addition, this chapter explains the educational options available for students with ID in Saudi Arabia, including both the settings in which services are provided and the types of services provided in those settings. Information on the types of services was developed through the researcher's personal experiences and through a review of lesson plans for students with ID who are receiving services in self-contained settings (Alshuayl, in preparation).

Gender-Segregation Approach

In Saudi Arabia, the Ministry of Education administers and oversees the education system. Across the country, public education is structured into three levels (i.e., elementary, middle, secondary) and open to everyone at no cost. Elementary education, also known as primary education, lasts for six years in which students must be enrolled at the age of six. Middle and secondary education are three years each. Kindergarten and preschool education are not mandatory, and both are dependent on parents' wishes. Elementary education consists of various subjects, including Arabic, art, geography, history, home economics (for girls), physical education, Islamic studies, math, science,

and literacy. In middle and secondary education these subjects are expanded on. As elsewhere in the Saudi Arabian culture the education system consists of two systems based on gender; that is, boys and girls are taught in separate classrooms and buildings, and by teachers who match the students' gender. Gender-segregation approach is also used with students with disabilities. Both systems, however, use the same curriculum and comply with the same standards (e.g., exams). For cultural constraints, this study will focus on male students with ID in secondary education.

In 2017, the gender-segregation approach has begun to be changed after the government announced the educational objectives of the Saudi National Transformative Program (SNTP) 2020 (created to support the objectives of Saudi Arabia's Vision 2030). The main objective of Saudi Arabia's vision 2030 is to diversify the country's economy and free the country from the total dependency of oil production. Currently, at the primary level, boy and girl students are taught together. Similarly, at the college level, some fields such as medicine and engineering have begun to teach male and female students together in many coursework.

Self-Contained (Segregated) Classes on General Education Schools

Within these two education systems in Saudi Arabia, there are only two educational options for individuals with ID, including (a) self-contained classrooms serving students with ID and other developmental disabilities within general education schools, and (b) institutions that provide educational services for students with ID and other developmental disabilities. In this array of services, a self-contained classroom is the least restrictive educational environment provided for individuals with ID in Saudi

Arabia. Individuals with mild and moderate ID are eligible to be served in this setting, however most of the students in self-contained classrooms are labeled as having mild ID. Since no research studies exist in either Arabic or English journals describing and elaborating on the nature of teaching secondary students with ID in self-contained classrooms in Saudi Arabia, this study draws upon the researcher's experience working with ID students in different educational levels (i.e., elementary, middle, secondary) to describe the services provided in self-contained classrooms.

Within self-contained classrooms, the research observed secondary ID students being taught the basic subjects (e.g., numbers, reading). While there is a general outline and guide for teachers to consider when providing instruction on these basic subjects, it is not mandatory for teachers to follow either this outline or the guide. Teachers, therefore, create and organize their own curriculum and instruction based on the skills they perceive their students demonstrating. In addition to these basic subjects, students with moderate ID in self-contained classrooms spend part of their school days in non-academic subjects (i.e., physical education, art classes, breakfast time) with same-age peers who do not have disabilities. They do not, however, have opportunities to interact with same-age peers during instruction on academic subjects (e.g., science, reading, math).

After analyzing several lesson plans for secondary students with moderate ID from different teachers and self-contained special education classrooms in multiple cities, I perceived that students with moderate ID generally are taught fundamental literacy skills, mathematics skills, and vocational skills. In literacy skills, for example, secondary students with moderate ID are taught only to read and write the Arabic alphabet and a

few functional words, such as everyday grocery and food words. In mathematics skills, secondary students with moderate ID are taught only basic counting (e.g., 1-10) and basic necessary addition and subtraction (e.g., 1+1). Finally, in vocational skills, secondary students with moderate ID are taught words considered to be basically connected to vocational experiences (e.g., danger, school, home).

Segregated Special Education Institutes

The second educational option for students with moderate ID are government-run special institutes. This option reflects the most restrictive educational environment for students with ID in Saudi Arabia, in which these students spend six hours per day in this educational setting. Generally, this environment serves students with a broader spectrum of developmental disabilities including, but not limited to, autism spectrum disorder, down syndrome, and cerebral palsy. Similar to teachers in self-contained special education classrooms, teachers in these environments are responsible for designing curriculum and instruction based on perceptions of their students' needs.

I have perceived there to be considerable similarities between the curricula developed and taught by teachers in self-contained special education classrooms and special education institutes, with teachers in both environments working to achieve similar objectives for their students with ID, such as knowing numbers (e.g., 1-10). There is, however, one key distinguishing difference between self-contained special education classes, and special education institutes. Simply stated, in self-contained special education classrooms students with ID are provided opportunities to interact with same-age general education students during instruction on non-academic subjects.

Conclusion

The purpose of this chapter is to provide an overview about the education system in Saudi Arabia. Initially, I described how the Ministry of education in Saudi Arabia implements a gender-segregated education, where boys and girls receive their educational services in separate schools matching the gender of teachers to the gender of the students. Except for the primary level (i.e., first, second, third grades), the gender-segregated education is applied for all students, including those with disabilities.

In addition to describing the education system in Saudi Arabia, I highlighted the educational options available for students with ID, with a special emphasis on the settings in which services are provided and the types of services provided in those settings. This chapter concluded with a description of the types of services that was developed through the researcher's personal experiences and through a review of lesson plans for students with ID who are receiving services in self-contained settings.

CHAPTER IV

METHODS

The purpose of this study was to investigate services to support transition from school to adult life provided to secondary students with ID in Saudi Arabia. This chapter aims to describe the procedures that were followed to conduct the study. Specifically, this chapter describes the following components: Research design, setting, participants, data collection, translation process, data analysis, intercoder agreement, social validity, data management (i.e., trustworthiness, interview credibility, confirmability, dependability), and ethical considerations.

The study addressed the following research questions:

1. What are six parents' perceptions about the secondary transition experiences of their children with moderate intellectual disabilities age 15-22 in self-contained educational settings in Saudi Arabia, and the long-term outcomes they expect from those services?
2. What are six teachers' perceptions about the secondary transition experiences of their students with moderate intellectual disabilities age 15-22 in self-contained educational settings in Saudi Arabia, and the long-term outcomes they expect from those services?
3. How do parents' perspectives about the secondary transition service experiences and expected long-term outcomes provided for their children with

moderate intellectual disabilities in self-contained educational settings in Saudi Arabia compare with the perceptions and expected long-term outcomes of their children's teachers?

Research Design

A qualitative method was used for the study. A number of researchers have examined the use of qualitative methods within the special education publications that are related to the Saudi Arabian context. For example, Fehaid et al. (2020) reviewed all special education studies conducted in Saudi Arabia from 1984 to 2016 and found that the majority of those studies used quantitative designs. However, in the same review, the researchers found that a small number (N=12, 2.6%) of the reviewed publications used qualitative designs. Similar results were reported by Alhano (2015) when he analyzed the use of qualitative research methodology in special education within 10 distinguished Arabic peer-reviewed journals. He concluded that qualitative designs were rarely used in special education publications in Saudi Arabia, when compared to the use of quantitative designs. The lack of qualitative studies in the field of special education leaves open the question whether using qualitative designs is feasible in the field and whether it could lead to more positive outcomes for individuals with disabilities, particularly those with ID.

Taking this into account, I reviewed the existing research focusing on the provision of transition services for students with ID in Saudi Arabia. I concluded that there is a notable shortage of research describing the nature of transition services provided for students with ID. Due to the lack of description of transition services

provided to students with ID in Saudi Arabia in the existing research, there is a clear need to study in depth the nature of the phenomenon of the provision of transition services for students ID in Saudi Arabia, particularly, transition services from school to adult life. The use of qualitative methods for this study, therefore, is appropriate to assist the field in gaining a deeper understanding and a holistic description of the provision of transition services for students with ID in Saudi Arabia.

The key distinguishing characteristic of a study that uses qualitative methods is its potential for providing a deep understanding of a specific phenomenon from various perspectives (Stake, 1995). Merriam (2002) assured that qualitative research enables researchers to obtain insights about how people experience and interact with the world around them, as well as how they make meaning of those experiences. Describing these experiences in sufficient detail conveys to readers what the phenomenon looks like in real-world contexts (Holloway, 1997).

In this regard, the researcher used qualitative methodology to describe the parents' and special education teachers' perceptions of services to support transition from school to adult life provided for the six secondary students with ID, examine long-term outcomes they expect from those services, and highlight what services have not been provided for them. In addition, this study helped identify what parents and teachers perceive to have been effective for the six secondary students with ID, as well as what has not been effective for them. The findings of this qualitative study were analyzed collectively. This study provides a comprehensive understanding of the services to support transition from school to adult life for the six secondary students with ID in Saudi

Arabia and illuminates how participants make meaning from their experiences with these transition services.

Settings

The researcher recruited six teachers of secondary students with ID living in an urban community located in the western region of Saudi Arabia. The selection process is described in the next section. Once the six teachers of students with ID were recruited, they identified six of their secondary students with moderate ID for whom they sought participation from the students' parents.

Because there is one approach to preparing special education teachers within a disability category framework across the country, I assumed special education teachers have been prepared similarly to provide instruction for students with ID. In other words, special education teachers who teach in the western region have not been prepared differently from special education teachers in other regions of the country. Also, because the Ministry of Education mandates transition services, I also assumed that the transition services provided to secondary school students with ID are consistent across the country. With these assumptions there should be little to no difference between transition services provided by special education teachers for secondary students with ID across Saudi Arabia. I, therefore, used the western region because of existing access to schools and students in that location, and the preference to have the participating parents of students with moderate ID and their teachers be in one region. It is noted, however, that while studying participating parents and teachers in only one region assists in obtaining an in-depth understanding of those services, it cannot be definitely assumed that differences

would not be found in other regions. I have not found a single study about teacher preparation programs in the area of ID in Saudi Arabia; therefore, it is important to explicitly state that the above mentioned are my assumptions, not my knowledge about how special education teachers are actually prepared across Saudi Arabia.

Participants

In accordance with the policies of the Institutional Review Board (IRB) for the University of North Carolina Greensboro (UNCG), I obtained informed consent from the Ministry of Education in Saudi Arabia which allows teachers and parents of school-age children with moderate ID to participate in the study. Participants included six special education teachers and six parents of school-age children with ID. Dworkin (2012) suggested the number of participants in qualitative study anywhere from 5 to 50 participants. Therefore, the number of participants included in this study was adequate to obtain an in-depth understanding of the current state of transition services in Saudi Arabia based on the participants' perspectives and perceptions. See Appendix A for an informed consent for the Ministry of Education. Parents and other participants were then approached and informed that their participation was voluntary and their identities would be kept confidential, should they choose to participate in this case study. Further, participants were informed that their participation in this study will assist with describing the provision of transition services for students with moderate ID and that, in turn, might lead to the development of recommendations to assist in providing appropriate and effective transition services for those students. I also informed the participants how this study might benefit others by causing policy changes that improve the transition services

available for students with ID. In addition, I explained the nature of the proposed interviews and how long they will take to complete. Participants were informed that this participation, therefore, might greatly improve the quality of transition services provided to students with ID by local school districts and agencies working with adolescents and adults with moderate ID who are transitioning from school to the community. See Appendix B for adult consent form (Arabic and English), C for teacher email (Arabic and English), and D for parent email (Arabic and English).

Teachers

A purposeful sampling was used to select six special education teachers to participate in this study. Through an acquaintance, the six teachers were identified and I obtained their informed consents before participation. The acquaintance is a special education superintendent at one of the departments of education in the western region of Saudi Arabia. Due to his involvement with local public schools in the western region of Saudi Arabia, he was able to facilitate the communication with teachers and get their verbal consents for me to contact them to discuss their participation in this study. Six teachers explicitly and verbally expressed to the superintendent their willingness to be part of this study and agreed that their contact information could be shared with me.

Consistent with the societal norms, only male teachers were recruited. Additional criteria for participation included: (a) holding at least a bachelor's degree in special education with a focus on students with ID, (b) having at least one father who is willing to participate in this study, (c) teaching students with moderate ID age 15-22 in self-contained classes, (d) the students being male and attending secondary school and having

constant school attendance (i.e., absent fewer than two times per week); and (e) the students diagnosed as having moderate ID (i.e., have an IQ of 55 or below). While demographic information was collected for each teacher, their number of years of experience teaching students with ID was not a criterion for participating in this study. Each one of the six participant teachers identified one student who met the above criteria and then sought the participation of each student's parent in this study. Table 5 provides detailed information about the special education teachers participating in this study

Table 5.

Characteristics of Special Education Teachers

Teacher	Gender	Age	Qualification	Grades Teaching	Years of Teaching Experience
Naif (Hamad's teacher)	Male	33	Bachelor	Secondary	10
Suliman (Salem's teacher)	Male	42	Bachelor	Secondary	14
Faisal (Turkey's teacher)	Male	31	Bachelor	Secondary	11
Jaber (Saeed's teacher)	Male	37	Bachelor	Secondary	13
Khalid (Badr's teacher)	Male	35	Master	Secondary	14
Ziayd (Sultan's teacher)	Male	30	Bachelor	Secondary	9

Once I determined that a teacher met the inclusion criteria for this study and verbally agreed to participate, that teacher was provided additional details about the study's purpose, aims, and nature of their involvement. A consent form from UNCG IRB and the Ministry of Education was provided for participants to read and ask if they have any questions. Once all questions were answered, the participants contacted parents of

their students who they believed would meet the inclusion criteria for parents and be interested in participating in the study.

Parents of School-Age Children with ID

A purposeful sampling was used to select parents of students with moderate ID as participants. According to Creswell and Plano-Clark (2011), this approach involves participants who are willing to share their knowledge about a phenomenon and, thus, enrich the outcome of the study. Consistent with the societal norms, most parent participants were fathers who were recruited (five fathers), with having one mother who agreed to participate instead of her husband due to her substantial involvement with her son's education. Once teachers were selected and agreed to participate, they contacted parents and briefly explained to them the purpose of this study. Then, teachers requested parents to participate in this study. Once parents showed their willingness and verbally agreed to be part of this study, teachers shared with them the primary investigator's contact information to determine convenient times to meet for verifying their informed consent and to participate in the interview. Table 6 and 7 provides detailed information about the students with ID and their parents participating in this study, respectively.

Table 6.

Characteristics of Students with ID

Student	Age	Gender	Grade	IQ	Disability
Hamad	17	Male	10	Moderate*	ID
Salem	19	Male	10	54	ID
Turkey	20	Male	11	55	ID

Student	Age	Gender	Grade	IQ	Disability
Saeed	20	Male	11	50	ID
Badr	17	Male	10	53	ID
Sultan	18	Male	10	54	ID

Note. * The father and the teacher were not sure about the IQ score of the student but they described it as "moderate." Due to coronavirus pandemic and school closures, they were not able to retrieve the IQ score from the student's record.

Table 7.

Characteristics of Parents of Students with ID

Parent	Age	Gender	Employment	Educational Background	# of Children at Home	Notes
Salih (Hamad's father)	55	Male	Retired	High School	5	
Sarah (Salem's mother)	39	Female	Teacher	Master	3	Canada
Fahad (Turkey's father)	47	Male	Military	Bachelor	4	
Ali (Saeed's father)	60	Male	Retired	Bachelor	6	
Tariq (Badr's father)	45	Male	Teacher	Bachelor	2	
Bandar (Sultan's father)	43	Male	Unemployed	Bachelor	3	UK

Data Collection

Interviews

I used a semi-structured interview process (Dicicco-Bloom & Crabtree, 2006) to gather information from interviewees about their perceptions of a participating student, as well as information that would assist in clarifying issues in relation to the participating student, his educational and transition services, his performance in multiple areas, and other topics that arose from the data (Barriball & While, 1994). I used an interview guide containing a predetermined set of open-ended questions, as well as other questions that might be generated from conversations across interviewees (Dicicco-Bloom & Crabtree, 2006) (see Appendixes E and F). In addition to these questions, the interview guide included probe phrases the researcher used as guidance notes during the interview to ensure critical aspects of content were completely addressed, to assist in the process of the interview itself (e.g., remind the interviewer to speak slowly and clearly), and to obtain more in-depth information about content mentioned by an interviewee (e.g., example, clarification). Interviews were conducted by phone with parents and teachers, along with using the identical set of interview questions.

I used telephone calls instead of face-to-face interviews for three main reasons. First, due to the outbreak of coronavirus pandemic, it was critical to keep social distance with others in an attempt to prevent contagious diseases such as COVID-19. Second, closely related to the first reason, at the time of data collection, the Saudi government announced the suspension of international flights and imposed curfews nationwide to limit the prevalence of the COVID-19. Therefore, there was no way to fly to Saudi

Arabia to meet participants. Third, during initial communication with interviewees, the majority of them explicitly expressed their preferences in phone call interviews as it is convenient and cost free (e.g., no gasoline consumption).

Interview questions for parents and teachers consisted of four comparable sections. The first section of each interview addressed *concepts and the student's overall education program.* It included several questions that gathered information from interviewees about their knowledge in relation to evidence-based practices within transition services for students with ID (e.g., definition of key concepts; descriptions of services reflecting those key concepts; types of transition services provided; collaboration among adult service providers, families, young adults with ID). The key concepts included, but were not limited to self-determination, self-advocacy, self-awareness, problem-solving, community participation, and related services. In addition, this section examined teachers' knowledge of transition services that reflect the key concepts and examines their knowledge of secondary transition evidence-based practices that are related to the key concepts.

The second section of the interview focused on *students' needs related to these concepts*. In this section I collected information about the content of IEPs for students with ID, how students' abilities (e.g., strengths, weaknesses, interests) were identified, and how students' progress is evaluated. This section also collected information about any post-school goals included on each student's IEP, as well as information about instruction that is provided to prepare each student to meet post-school goals. Finally, in

this section, I collected information on how the students are assessed to determine their progress toward post-school goals included on their IEPs.

The third section of the interview focused on *the services to meet students' needs*. Through these questions I gathered information related to the provision of transition services for each student, along with descriptions of these services. I also gathered information about people with whom they have interacted to maximize benefits for the students (e.g., other teachers, psychologists, speech therapists, fathers, adult service providers). Finally, in this section I collected information about strategies used to encourage fathers of students with ID to be involved in their child's transition services.

The fourth section of the interview focused on the quality of services provided for students with ID. I gathered information related to the perceptions of interviewees about the quality of transition services provided to the participating students with ID, as well as their knowledge about transition services that have been demonstrated to lead to better post-school outcomes, and services that have not led to better post-school outcomes. Additionally, this section gathered information about interviewees' suggestions about support that is needed (e.g., funding, laws) to improve transition services for students with ID. The researcher also gathered information about the interviewees' points of view in regard to serving students with ID in general education classes with same-age peers without disabilities. Finally, this section gathered information about concerns each participant might have about the future of the student with ID.

The interviews, estimated to last 60-90 minutes to obtain in-depth/rich information, were independently audio-taped, transcribed, and analyzed. Prior to

conducting the interview, several issues were taken into consideration, including establishing rapport prior to and during interviews, the quality of audio-recorder, and position of recorder. Therefore, I prepared and planned to control such issues before conducting each interview. The role of establishing rapport with interviewees is very crucial as it "can determine whether an interview will fail or succeed" (Holmberg, 2009, p.159). During each phone call, and before starting the interview questions, I introduced myself, elaborated about the purpose of the study, and reviewed the possible benefits of participating in the study.

Each interview was audio-recorded to assist with ensuring the validity and richness of information obtained from each interviewee. I received consent from each interviewee to audio-record their entire interview. After each interview, the audio-recording was listened to repeatedly when transcribing the content in an attempt to assure that the data were transcribed accurately. The procedures of transcription as well as analysis (e.g., coding, member checking) is described in the following sections.

Throughout the transcription process, I attended to any confidential information, such as names of stakeholders (e.g., school, agency, parents, teachers) and designate alternatives that will maintain confidentiality. Since there was no software to change recording to text in Arabic, the process of transcribing was as follows: start recording, listen, stop it, type, and start it again. Transcriptions of interviews were stored in UNCG Box, with only the researcher having access to the files. For internal validation, I conducted member checks by sharing with each interviewee a draft of the transcript of their own interview in Arabic and asking each interviewee to read and edit the transcript

as needed to ensure it accurately reflected the information provided. In addition, each interviewee was asked to add to the transcript information they perceived to be important to understanding their own perceptions of the experiences of the relevant student participant. During the member check process, all participants validated their responses and showed their agreements. Two participating teachers added additional information. Khalid mentioned the story of the field trip to a job training institute that he intended to conduct but he encountered a few obstacles that prevented him from making this trip. In addition, one teacher, Ziayd, described in more detail the lack of collaboration between special education and general teachers. There were no conflicts on the drafts of interview transcripts provided to the participants.

Translation

The interview questions and informed consent forms were developed in English to obtain IRB approval. To begin this study the questions and informed consent forms were translated to Arabic as the participants were native Arabic speakers. Whereas translation requires knowledge of the aspects of language knowledge (e.g., semantic, syntactic, pragmatic knowledge) of both languages (i.e., English, Arabic), I am a native Arabic speaker who is proficient in both speaking and writing English. As a result, I was able to develop reliable translations. In addition to my knowledge, however, I (a) referred to Arabic-English and English-Arabic dictionaries, and (b) used back translation techniques to assure the reliability of his translation (Alnahdi, 2012). Specifically, back translation techniques follow the researcher's own translation where the Arabic version of the interview questions and informed consent was reviewed by a doctoral candidate in

the special education department of a well-known university in North Carolina, who is a native Arabic speaker and is proficient in English. This colleague translated Arabic versions of the interview questions and informed consent form back into English. Finally, I compared the original English version and the back translated version from Arabic to English and edit the documents as needed for consistent meanings across the English and Arabic versions.

To translate the Arabic direct quotes from participants to English in order to be used as evidence within the study, I used the same back translation techniques described above. First, I translated the Arabic quotes to English. Second, I asked the same Arabic native speaker to translate the English version back into Arabic. Third, I did a comparison between the original Arabic quotes and the translated version from English to Arabic by the colleague and edit the translation as needed. Thus, the translation procedures from English to Arabic, and Arabic to English, were completed with high quality due to the researcher's proficiency in both languages and the support of a similarly skilled colleague who did a blind translation.

Data Analysis

Before starting the data analysis process, I transcribed the questions and responses for each interview. Next, I printed all transcriptions. Then, I reviewed and checked all transcriptions in an attempt to become familiar with the data and generate initial coding categories that are in line with the purpose of the study. Data analysis was conducted by following the four steps qualitative data analysis strategies of Tutty et al. (1996). The first step aims to identify the "meaning units" or codes from all collected data based on

the participants' responses to the interview questions. For example, there might be an assignment of a code to content that reflects the types of services provided for secondary students with ID to support their transition from school to adult life that will be identified by participants. Prior to developing a code list, I read and re-read the entire set of the Arabic transcripts and began to highlight key concepts, and critical, interesting, or outlying comments that became evident by any of the participants.

Next, I reviewed each segment of a transcript (e.g., single words, phrases, sentences, paragraphs) and extracted segments verbatim from the text as a coded segment (Bogetz et al., 2017). In this extracted step, I highlighted various words, phrases and sentences in different colors corresponding to different codes. A code is defined as "a short word or phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldana, 2015, p. 4). As a result of repeated reading of the transcripts, the initial codes used will result from the generation of a list of potential codes meant to capture the meaning of all the information in the transcripts. In addition to generating a list of codes, I linked these codes with transcript segments that contain related concepts and information. I then gathered together all segments that have the same code. Therefore, at the end of this step, I had both coded segments per transcript, and sets of transcript segments with the same code. Before moving to the next step, organizing codes and coded segments into themes and sub-themes, I had a second reviewer examine the code list to be finalized.

In the second step, the segments of transcripts with the same code will be analyzed for potential themes and sub-themes that emerge from the content. To

accomplish this, I identified coded segments that appear to be related and determine any themes that emerge from the content of those coded segments. When relevant, I divided the emerging themes into emerging sub-themes. To define themes and sub-themes, I looked for the "essence" of each theme or subtheme, as well as determined coded segments that comprise each theme or subtheme (Braun & Clarke, 2006). Braun at al. (2019) mentioned that researchers should consider that multiple meanings could be associated with codes. Some meanings might be explicit in the verbatim transcript segments, while other meanings might be implicit in the verbatim transcript segments. These implicit meanings might require a deeper analysis to uncover underlying ideas. Also, some codes might be applicable only to one theme or sub-theme, while other codes might be applicable to multiple themes or sub-themes. For clarity, I organized the themes and sub-themes using visual representations (e.g., tables, and mind-mapping), as suggested by Braun and Clarke (2006).

I also operationally defined each theme and subtheme. A second reviewer then reviewed the sets of segments coded in the same way, the themes and sub-themes emerging from those sets of segments, and the operational definitions of those themes and sub-themes to determine whether they align. In the event that some sets of collected coded segments did not fit into any theme, they were ignored or identified as unique outliers.

In the third step, I reviewed the sets of coded segments within a theme or sub-theme, and examined each set for meaning and interpretation. Across all three steps, I continuously reviewed the emerging themes and sub-themes and the coded content that

comprise each theme and sub-themes, making adjustments to the themes, sub-themes, and the codes included in each theme or sub-theme as needed. In the fourth step, a visual display was constructed to demonstrate the meaning of the coded segments, themes, and sub-themes (Miles & Huberman, 1994). Through these four steps, I was able to identify, organize content around, and analyze content related to the coded segments for each theme and sub-theme. Then, I translated the themes, codes, and coded segments into English.

Throughout the data analysis, I used MAXQDA software to facilitate the organization of the interview transcripts and it supports for analysis and interpretation. Specifically, MAXQDA helped to mark and collect the similar segments, depict relationship between segments, and keep tracking with all codes.

Intercoder Agreement

Intercoder agreement (ICA) is a parameter to measure the degree to which two or more individuals who independently code the same documents (e.g., transcription) are in agreement with each other's codes for themes and subthemes There are two main reasons to use ICA in any study. First, its use minimizes the impact of a researcher's biases; second, it manages and divulges any inconsistency in the collected data (Goodwin & Goodwin, 1984; Kirk & Miller, 1986). The ICA was calculated by MAXQDA software. It is recommended by O'Connor and Joffe (2020) that ICA be collected and calculated on at least 25% of all the data collected, and that the minimum calculated ICA is 80% (Miles & Huberman, 1994).

For this study ICA was assessed by two individuals independently. I named each independent coded document as the following format (e.g., Coder 1_Type of document). Their independent codes were used to calculate ICA with the use of the MAXQDA software using the same laptop. Using the function of ICA in the MAXQDA assisted in comparing and contrasting the coded documents, along with highlighting the segments that align and do not align with the aim of the study. For the study, the percentage of ICA was 95%.

Data Quality

Trustworthiness

In an attempt to increase the level of trustworthiness with data collected from all the participants, prior to collecting data I assured the participants that their data would not be used for any other purposes only for the study. Additionally, their data would appear anonymously in any discussion. Then, I worked to establish the credibility, confirmability, and dependability of the study as described in more details below.

Credibility

Credibility is one of the trustworthiness factors in a qualitative methodology (Cope, 2014). Credibility refers to the confidence a reader has in the findings being true. To ensure the final report is credible and to reduce errors, I implemented member checking procedures at one point in the study. After each interview, I provided participants a copy of the transcript of their own interview. Each participant was asked to review, make comments on, edit, and make additions to their transcripts as they seemed fit to clarify your thoughts and perceptions prior to data analysis. After receiving

transcript feedback from participants, I revised the transcripts in accordance with the participants' feedback.

Confirmability

Confirmability refers to the degree of the neutrality of the researcher in relation to the findings (Kimberley et al., 2009). Multiple procedures were used to assure that the collected data reflects the participants' thoughts, without reflecting too much bias coming from the researcher. In other words, this procedure should confirm that the responses are based on the participants' reality, rather than based on the reality of the researcher. In this regard, I complied with Shenton's (2004) suggestions to increase confirmability which include audit, and reporting the limitations of the research designs. In regard to the conformality audit, I sought another colleague, who was sufficiently familiar with the study topic and methodology, to review every step the researcher completes to conduct the study. This colleague then made a judgment that the degree of the researcher's positionality in relation to the study's findings was acceptable.

Dependability

Dependability refers to the extent to which the study could be replicated and could result in findings that would be consistent. In other words, dependability generally means reliability (Tillman, 2014). Similar to the confirmability process, I used a dependability audit to review and examine every step that would be taken for data collection and the data analysis process. In addition, the dependability audit reviewed the clarity of the participant selection process and verification that they met the criteria for

inclusion in the study. For this study, the dependability audit was completed by a colleague who has prior knowledge about the topic, method, and individuals with ID.

Transferability

Transferability generally refers to generalizability. I provided a detailed description of the procedures that were used to collect and analyze data for this study to make the findings of this study applicable. Providing sufficient information about data collection and analysis assists readers in deciding whether the results of a study can be transferred to other contexts (Houghton et al., 2013). Even though a small number of participants were involved in this study, I appropriately presented and interpret this study's findings, along with supporting those findings with direct quotations from the participants. Doing so enhanced transferability of this study's findings (Graneheim & Lundman, 2004).

Ethical Considerations

In addition to obtaining approvals from the UNCG IRB and the Ministry of Education of Saudi Arabia to conduct the study, I provided participants with written information about the study and invited them to contact me via email, text message, or phone at any time. Furthermore, at the beginning of each interview, I asked each participant to verbally reassert their consent during the audio-recorded interview, as well as reminded the participant of their ability to request that the recorder be turned off or the interview terminated at any time.

Upon completion of the study, each interview, the audio-recording and any other written information were returned to a participant or destroyed, as decided by each

participant. Finally, I sought the consent of participants to use in the final report quotations that belong to the participants.

My own positionality did not present throughout the research process. As a Saudi graduate student who understands the unique needs of students with ID and their parents, alongside the knowledge of the nature of special education services in the United States, I was aware that special education services provided for students with ID in Saudi Arabia will be different. Also, I was aware of the differences between the special education teacher preparation programs between the two countries. While I was aware of these just mentioned issues, the participants were not aware of them, and therefore my awareness did not influence the participants' responses. I described literally the state of services provided to assist with transition to adult life for students with ID in Saudi Arabia. It is worth mentioning that because I conducted this study during the COVID-19 pandemic and the inability to have face-to face interactions, this resulted in having less information about other variables in the participants' contexts (e.g., socioeconomic) and possible influences of differences between my experiences and theirs. Therefore, I focused on being certain that knowledge differences do not impact the study.

Limitations of the Study

Although the study extended the literature by describing the nature of the provision of transition services from school to adult life for students with moderate ID in Saudi Arabia, a few limitations should be noted. First, the target population of this study focused only on teachers and parents, and did not include other school personnel (e.g., school principals) and the scope of the study was limited to one school in one urban area

in the western region of Saudi Arabia. Schools across the country might differ from each other in terms of how they provide transition service for secondary students with moderate ID. As a result of the previous mentioned limitations, the findings of the study might not be generalizable.

A second limitation of the study was related to the trustworthiness of findings of the study. Even though I took several precautions to encourage participants to answer all interview questions, the data collected were limited to only what the participants were willing to share. A third limitation related to data quality is the limited responses from participants to ensure that the results reflect the intent of the participants. Specifically, to ensure credibility I shared the results of the study in organized tables with the participants; however, only 2 of the 6 participating teachers, and only 2 of the 6 participating parents responded to my request for verification of the findings. The remaining teacher and parent participants neither replied to texts nor responded to telephone calls. Thus, the results of this study should be viewed with caution because of the limited responses related to credibility.

Despite the above limitations, this study extends the existing research by providing a detailed description of the nature of services to support transition from school to adult life provided for secondary school students with moderate ID in Saudi Arabia in one school from the perspectives of six special education teachers and six parents of secondary students with moderate ID. In addition, it expands the breadth of special education research in Saudi Arabia by involving parents of secondary students with moderate ID and teachers as study participants. Such information has important

implications for parents of children with moderate ID, special education services, special educators, and other professionals who impact the field of special education (e.g., superintendents, therapists), specifically for students with ID.

Summary

The purpose of this chapter was to describe the methodology that was used for the study and, in particular, provide a rationale for using qualitative methodology. The research design, data collection procedures, and data analysis procedures were reviewed. Reflection on data quality and management constructs, such as trustworthiness, along with the research design limitations, also were described.

CHAPTER V

RESULTS

The purpose of this study was to investigate the provision of transition services from school to adult life for secondary students with ID in Saudi Arabia. This chapter describes the findings of using semi-structured interviews to collect information pertaining to the nature of transition services from school to adult life currently offered to six secondary students with ID in Saudi Arabia, as well as pertaining to the anticipated long-term outcomes for these six secondary students with ID.

The following research questions informed this study: (1) what are six parents' perspectives about the secondary transition experiences of their children with moderate intellectual disabilities aged 15-22 years in self-contained educational settings in Saudi Arabia, and the long-term outcomes they expect from those services; (2) what are six teachers' perspectives about the secondary transition experiences of their students with moderate intellectual disabilities aged 15-22 years in self-contained educational settings in Saudi Arabia, and the long-term outcomes they expect from those services; (3) how do parents' perspectives about the secondary transition service experiences and expected long-term outcomes provided for their children with moderate intellectual disabilities in self-contained educational settings in Saudi Arabia compare with the perspectives of their children's teachers?

During the series of interviews held from April to August 2020, the study participants discussed their experiences with the implementation of available transition services from school to adult life for students with ID. In addition, they discussed their perspectives about the long-term outcomes of their students with ID. This chapter starts with background information about the participants and then moves to a detailed description of findings generated with the use of MAXQDA and the four qualitative data analysis strategies identified by Tutty et al. (1996).

Background

Data were collected from April to August 2020. Participants of these semi-structured interviews were parents of students with ID and their special education teachers. Through an acquaintance, the researcher was able to contact teachers who verbally expressed their willingness to participate in this study and agreed that my acquaintance could share their contact information. When contacted, six teachers agreed to participate in the study. See Table 5 in Chapter IV for details. The participating teachers each identified one secondary student with moderate ID for whom they provided services, resulting in a total of six students. See Table 6 in Chapter IV for details. Following the identification of these students with ID, each teacher sought the consent of their student's father to be part of this study. A total of six parents (i.e., five fathers and one mother) verbally agreed to participate and agreed that their son's teacher could share their contact information with the researcher. Table 7 in Chapter IV provides a detailed summary of the parents' demographic information. All study participants chose a convenient date and time for their participation in an interview with the researcher and

selected their preferred technology (e.g., FaceTime, Google Duo, Imo) to be used for the interview. Throughout the 4-month period, 12 interviews were completed and were conducted by phone call.

Participants Summary

The teachers were six male special education teachers with a specialization in teaching students with ID. One teacher had a master's degree and the remaining five teachers had bachelor's degrees, but all degrees were in special education. All teachers were teaching in self-contained classrooms within a regular high school in a western region of Saudi Arabia. The age of teachers ranged from 31 to 42 years, and their years of experience in teaching ranged from 10 to 14. From among the students they taught, five of the teachers identified one 17-20 year old student with ID who had an IQ score between 50-55 and was placed in grade 10 or 11. The sixth teacher identified a student whose IQ score was unknown to both the teacher and the student's father, but they indicated that the student's performance was consistent with that of other students with IQs reported in the 50-55 range (see pages 56-58 for more details about teacher and student participants' characteristics).

Participating parents included five fathers and one mother, all between 39-60 years of age. The highest level of education of one father was a high school diploma, four of the fathers had a bachelor's degree, and the mother had a master's degree. See Table 7 in Chapter IV for details. Parents' occupations included teaching, being retired, serving in the military, and being self-employed.

Although asked identical interview questions, participants contributed different amounts of information from which themes emerged, as described in the next section of this chapter. However, each interviewee's comments made contributions to each of the 11 themes that emerged. Thus, all interviewees' voices and points of view are reflected in the findings.

Theme Development

The researcher used four qualitative data analysis strategies described by Tutty et al. (1996): (a) identifying the "meaning units" or codes from all collected data; (b) organizing codes and coded segments into themes and subthemes; (c) reviewing the sets of coded segments within a theme or subtheme, and examining each set for meaning and interpretation; and (d) creating a visual display to demonstrate the meaning of the coded segments, themes, and subthemes (see pp. 64-67 for more details). While I was following the previous data analysis strategies, I used MAXQDA software to facilitate the organization of the interview transcripts and their support for analysis and interpretation.

Table 8 presents a summary of the themes identified through the interview content analysis process. Interview questions and responses for parents and teachers were organized into four comparable sections, including (a) secondary transition concepts and the student's overall education program, (b) each child's/student's needs related to these concepts, (c) the services to meet each student's needs, and (d) the quality of services provided for each student. The content for each section of the interview was then coded and themes emerged.

Table 8.

Summary of Different Identified Themes from Interview Analysis

Interview Sections	Themes	Frequency	
		Teacher	Parent
The Concepts and the Child's/Student's Overall Education Program	Knowledge About Transition Services	7	21
	Familiarity with the Key Concepts in Relation to Transition Services	14	18
	Familiarity with Evidence-Based Practices within Transition Services	12	16
Each Child's/Student's Needs Related to These Concepts	Knowledge About the Child's/Student's Abilities	18	29
	Familiarity with the Child's/Students' Progress Evaluation Tools, Frequency, Progress Monitoring Process, and Evaluation Procedures and Practices	13	15
	Knowledge about the Child's/Student's IEP	22	15
Services to Meet the Child's/Students' Needs	The Provision of Transition Services and Facilities	24	20
	Collaboration Among School Personnel and Family Members	21	29
The Quality of Services Provided for the Students	Participants' Views about Teacher Preparation Programs and Professional Development	13	17
	The Support Needed to Improve the Quality of Services	11	24
	The Long-Term Outcomes Expected from the Provision of Transition Services	10	31

For instance, from the first section of the interview on concepts and the child's/student's overall education program, three themes emerged including knowledge

of transition services, familiarity with the key concepts related to transition, and familiarity with evidence-based practices (EBPs) within transition services. From the second section of the interview on each child's/student's needs related to these concepts, three themes emerged including knowledge about each child's/student's abilities, familiarity with each child's/student's progress evaluation tools, and knowledge about each child's/student's IEP. From the third section of the interview on the provided services to meet each child's/student's needs, two themes emerged including provision of transition services and facilities, and school personnel collaboration. From the fourth section of the interview on the quality of services provided for the students, three themes emerged including personal and family influence on each child's/student's academic performance, participants' views about the teacher preparation programs and professional development, the support needed to improve the quality of services, and the long-term outcomes expected from the provision of transition services. Therefore, these 11 themes are described in sequence with the section of the interview from which they emerged.

Section 1: The Concepts and the Child's/Student's Overall Education Program

This section reflects three themes associated with the participants' knowledge about transition services, familiarity with key concepts in relation to transition services (e.g., self-determination, self-advocacy, self-awareness, problem-solving, community participation, and related services), and familiarity with evidence-based practices within transition services.

Knowledge About Transition Services

Teachers and parents were questioned first about their knowledge in relation to transition services, including: definition, types of transition services, and adult service providers/collaboration. The main theme, the frequency, and the examples of coded segments associated with participants' knowledge of transition services are shown in Table 9.

Table 9.

Knowledge of Transition Services – Theme 1

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
Transition service is an ongoing process that is provided to students with ID to meet their needs and prepare them for life after high school graduation. The preparation should be for employment in both repetitive or competitive jobs, independent living and/or post-secondary education. Providing appropriate services for my son based on his age; those services should prepare him for adult life. Adult life includes many aspects, such as employment, friendship, choosing where to live. I never heard this word. My son's teacher did not discuss anything related to my son's future.	Knowledge of Transition Services	7	21

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
Transition services are able to find a job after finishing high school. Transition services means work skills training. Transition services means helping students with ID to apply for a low skills job like bagging items in Banda Market or preparing students with ID to live independently and continue education. I do not know about the definition of transition services because I was not taught during my bachelor's degree about transition services.			

In general, parents' responses indicated that some parents were more knowledgeable about transition services than others. Accordingly, four students had received all of their educational services in Saudi Arabia and their parents stated that they had no knowledge about transition services for students with ID. In contrast, two parents with international special education experience (i.e., Sarah, Bandar) of the remaining two students had unique experiences as a few years ago their children had received special education services during their middle school years in two different developed countries, each providing transition services. Sarah described her knowledge about transition, which she obtained while she was in a developed country, in the following way:

> … transition service is an ongoing process that is provided to students with ID to meet their needs and prepare them for life after high school graduation. The preparation should be for employment in both repetitive or competitive jobs, independent living and/or post-secondary education. Working as a bagger in a grocery store is one example of a repetitive job, however a competitive job is where students with ID compete with others without disability to be employed in a high skills position, like an assistant nurse position. … As mentioned in the definition, transition services include preparation for independent living, employment, further education, integration in the community. In other words, live as a regular person … no one provides services after school for my son here. We need an organization that supports this population and improves their skills to be an active member in the community. My son loves drawing and making food, but no food or drawing organizations open their doors to recruit him and improve his skills. It is hard and so expensive for us, as parents, to be the only source who supports my son.

Similarly, Bandar described transition services in the following way:

> Providing appropriate services for my son based on his age; those services should prepare him for adult life…Adult life includes many aspects, such as employment, friendship, choosing where to live … It also means making plans for independent living and [being] integrated in the community. … community participation means training to be a productive person in the community … When my son receives appropriate transition services- by default- he will be prepared for self-responsibility and to be confident and responsible to make decisions … In general, transition services will help my son to have the same chances offered for the same peers without disabilities.

However, another parent, Salih, indicated that he had no knowledge about transition services. He stated, “I never heard this word. My son’s teacher did not discuss anything related to my son’s future.” When asked about any preparation for his son to live independently or to find a job, Salih stated, “I haven’t thought about it because I believe the only option for him is to stay with me at home and I will take care of him. After I pass away, his brother will continue helping him.” When asked about local adult

services providers, he questioned me: “Do you mean we are being served outside the school time? Never have we received services outside the school, and we don’t know if something like this exists in the real world.”

Teachers’ responses indicated that they also had limited knowledge about transition services for students with ID. Two teachers narrowed the concept of transition services to addressing only preparation for a job or employment. For example, one teacher (i.e., Naif) stated, “… transition services are able to find a job after finishing high school.” A second teacher (i.e., Faisal) stated, “… transition services means work skills training.” However, one teacher described transition services as preparation to be independent, find a job, and /or continue education. Khalid stated, “… transition services means helping students with ID to apply for a low skills job like bagging items in Banda Market or preparing students with ID to live independently and continue education.” Other teachers explicitly mentioned their lack of knowledge related to transition services. For example, Jaber stated, “… heard about transition services during a conversation with a superintendent, but [was] not sure how to describe it,” and Ziayd stated, “I do not know about the definition of transition services because I was not taught during my bachelor’s degree about transition services.”

Summary. In summary, an overall theme that emerged from participants’ comments is their lack of awareness about transition services provided for students with ID. Participants gave no indication of discussions among policymakers, faculty in teacher preparation programs, teachers, parents, and/or students with ID concerning the provision of transition services from school to adult life.

Familiarity with the Key Concepts in Relation to Transition Services

This theme reflects the familiarity of participants with the key concepts related to transition. The main theme, the frequency, and the examples of coded segments associated with participants' familiarity with the key concepts related to transition services are shown in Table 10.

Table 10.

Familiarity with the Key Concepts Related to Transition – Theme 2

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
		14	18
I don't know about these concepts and I haven't heard my son's teacher or school administrators talking about them. I have no doubt if you ask the same question to my son's teacher, he wouldn't know the answer.	Familiarity with the Key Concepts Related to Transition		
Self-determination means being able to make choices and make decisions independently from your parents			
I have tried to train my son to choose what to wear, eat, play, and with whom to play.			
Self-determination is a broad concept that covers the right to choose what you want, request support, make appropriate decisions, and live your life.			
Self-determination refers to the ability for a student with ID to make choices by himself without any			

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
influence from parents or anyone around him. Knowing yourself, what you can do and can't do, and what your interests are. These concepts you just mentioned are new for me, but I think they mean preparation to be independent, right?			

Parents were questioned about their familiarity with the key concepts related to transition services. In general, most parents (4 of 6) were explicit about acknowledging a lack of knowledge in relation to key concepts pertaining to transition services. In contrast, the remaining two parents with international special education experience (2 of 6) shared great knowledge about these key concepts.

Comments that were made by the four parents, who admitted their lack of information regarding these concepts, were negative about having and sharing such information. For example, Ali responded in the following way:

> I don't know about these concepts and I haven't heard my son's teacher or school administrators talking about them. I have no doubt if you ask the same question to my son's teacher, he wouldn't know the answer. While I am listening to your questions and concepts, I started to question why there is no preparation for my son for life after completing high school and why we don't have at least the basic knowledge about these concepts. As a parent, I need to know about these concepts, but there is no collaboration between us and teachers to increase our knowledge. It is very important to know them, as well as to assist my son to acquire them. It is a very miserable situation.

However, the other three parents (i.e., Salih, Fahad, Tariq) who lacked knowledge of these concepts only mentioned that they did not have this knowledge.

The two parents with international special education experience provided details about these key concepts that showed their familiarity. For example, Sarah described self-determination, self-advocacy, and community living experience in the following way:

> … self-determination means being able to make choices and make decisions independently from your parents. I have tried to train my son to choose what to wear, eat, play, and with whom to play. When my son advocates for himself and for his interests, it means he practices self-advocacy. Community living experience helps my son to act as his normal peers in community facilities including, but not limited to, going to gym, grocery stores, and banks; and get what he wants from these facilities.

Similarly, Bander described the key concepts in the following way:

> Self-determination is a broad concept that covers the right to choose what you want, request support, make appropriate decisions, and live your life. When my son knows what he likes, dislikes, and what he can and can't do, I can describe that as self-awareness. Basically, it is assessing yourself and pointing out your features. Knowing your abilities helps you to direct your life and be able to make decisions. It is important for my son to apply what he learns from school in real life. For example, I need him to manage money skills when he purchases candy, for instance, from grocery stores; he does know this skill. I need him to have the same opportunities offered for his peers within the community in order to be an active member in the community. Unfortunately, my son and others who have the same disabilities are not involved in the community.

Teacher participants differed in their knowledge about the meaning of some key concepts related to transition services. Only one of the six teachers (i.e., Khalid) showed his familiarity with key concepts related to transition. The remaining five teachers

described those key concepts either incorrectly or by giving very generic information as they tried to excerpt the meaning of the concept from the question and interview process.

When asked about self-determination, Khalid stated, “Self-determination refers to the ability for a student with ID to make choices by himself without any influence from parents or anyone around him.” Furthermore, he described self-awareness as “Knowing yourself, what you can do and can’t do, and what your interests are.” He continued by saying, “Community living experience maybe means to live as normal people and find a job, to be able to pay for groceries.”

In contrast, the other five teachers were not able to provide correct descriptions for these key concepts related to transition services. For example, Ziayd noted,

> I have not taught my students to improve their skills that are related to these concepts. I am only focusing on basic academic skills (e.g., counting numbers, addition, sometimes subtraction). The sound of these concepts is important. I should know them and apply them in my instruction.

Jaber had a similar reaction, responding in the following way:

> These concepts you just mentioned are new for me, but I think they mean preparation to be independent, right? Career preparation means helping students to be ready for future jobs, but it is impossible to do it with my students because I received them without any previous preparation for employment. There is no difference between my current students and the ability of students with ID in first grade.

Naif and Suliman explicitly mentioned that they have no idea about these concepts. Both Naif and Suliman explained the reason for lacking knowledge related to these concepts as

they did not receive any professional development (e.g., workshops, conferences) to prepare students with ID for adult life.

Faisal showed some knowledge about some of the key concepts. For example, he described self-determination as "To choose where and how to live. It is one right for all people to plan and prepare for their future." When asked whether the right to prepare for the future could be applied to students with disabilities, especially those with ID, Fasil answered in the following way:

> Yes, if they are able to make decisions. My students are not ready to do anything independently. I could not work on their functional skills because they did not acquire the important skills they should learn during elementary and middle school. My students came to me without knowing very basic things, such as writing their names and counting numbers.

Summary. In conclusion, a global theme that emerged from the participants' perceptions was an overall lack of understanding of the importance of any of the key concepts related to transition from school to adult life (e.g., self-determination, self-advocacy, self-awareness). In conjunction with this lack of understanding, participants showed limited assumption of responsibilities for the adult living outcomes of their secondary students with ID.

This theme reflects the participants' knowledge about evidence-based practices (EBPs) within transition services. The main theme, the frequency, and the examples of coded segments associated with participants' familiarity with EBPs within transition services are shown in Table 11.

Familiarity with Evidence-Based Practices Within Transition Services

Table 11.

Familiarity with Evidence-Based Practices within Transition Services – Theme 3

		Frequency	
Examples of Coded Segment	Theme that Emerged	Teacher	Parent
Are you talking about services provided for my son inside his classroom, or do you mean knowledge about some theory within education books? I have no clue what you are talking about. Would you be able to explain for me what EBPs [have been identified] within transition services? I need to know about them to see how to apply them with my son. I am not sure about the meaning of EBPs and I have no answer. I had learned about EBPs when my son used to receive his special education services during middle school in [a developed country]. Strategies recommended by scientists. I mean that those strategies are research-based and recommended to be used to improve students' skills; skills of different aspects such as academic, functional, and social. Maybe it is a teaching strategy. I have not heard about EBPs before. You might have seen it in the United States, but I don't think you will see it in our country. Neither in my bachelor's degree nor in my master's degree was I taught EBPs.	Familiarity with Evidence-Based Practices within Transition Services	12	16

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
My guess is that EBPs are strategies, right?			

Most (4 of 6) parents explicitly admitted their lack of knowledge about transition EBPs and mentioned that they had never heard about them. However, the two parents with international special education experience (2 of 6) demonstrated basic knowledge about EBPs within transition services. When parents were asked to describe EBPs within transition services, four parents mentioned that the idea that EBPs existed was a new concept for them. For example, Salih replied with two questions: "Are you talking about services provided for my son inside his classroom, or do you mean knowledge about some theory within education books? I have no clue what you are talking about." Similarly, Fahad also responded with a question. He asked, "Would you be able to explain for me what EBPs [have been identified] within transition services? I need to know about them to see how to apply them with my son." I responded that I will be happy to explain the EBPs within transition services upon completion of the interview. Fahad continued stating, "I don't know about this term and even I [had not heard about it] and I could not describe it." He continued saying, "As a parent of a kid with ID, I don't need to know about such terminology. What I need to see is good services provided in school and see my son's abilities improved." Similarly, Ali responded by providing a suggestion: "I don't know and redirect this question to my son's teacher or the

superintendent that is assigned for my son's school." Tariq provided a similar response when he reported, "I am not sure about the meaning of EBPs and I have no answer."

On the other hand, two of the six parents (i.e., Sarah and Bandar) were clear about their familiarity with EBPs within transition services. Sarah noted, "I can describe EBPs as strategies that are approved to be effective in teaching, and that evidence is based on research." When asked to give examples of those evidence-based practices with transition services, Sarah stated, "I am not exactly sure about examples of EBPs, but I think video-modeling is one of the examples." Sarah continued saying:

> I had learned about EBPs when my son used to receive his special education services during middle school in [a developed country]. In this developed country, I used to hear often from his middle school teachers that they applied EBPs in teaching my son some academic and social skills.

Similarly, Bandar described EBPs as "… strategies recommended by scientists. I mean that those strategies are research-based and recommended to be used to improve students' skills; skills of different aspects such as academic, functional, and social." When asked whether he saw his son's teacher applying EBPs within the classroom, he said, "Never, never. I know those strategies are used with students with disabilities in some countries, such as the United Kingdom and USA."

Teachers' responses indicated that they lacked knowledge about EBPs within transition services. For example, Khalid stated, "Maybe it is a teaching strategy. I have not heard about EBPs before. You might have seen it in the United States, but I don't think you will see it in our country. Neither in my bachelor's degree nor in my master's

degree was I taught EBPs." Similar responses were seen from the remaining five teachers. For example, Naif stated, "I don't know about EBPs." Suliman stated, "My guess is that EBPs are strategies, right? I am not exactly sure." Similarly, Faisal responded with a question: "Are evidence-based practices used with pre-service teachers or used with students with disabilities? I haven't heard it either during bachelors [degree teacher preparation program] or any of the few professional development [sessions] that I have attended thus far." Jaber also stated, "It is my first time to hear this term." Finally, Ziayd noted, "I have seen on social media, Twitter, one professor tweeting about EBPs a few weeks ago, but I don't understand what he meant. I do not know how to describe this term for you."

Summary. In conclusion, it is obvious that the lack of understanding of the concepts related to transition services (as discussed in the previous theme) would lead to a lack of understanding about EBPs that reflect those concepts. Participants demonstrated a knowledge gap related to teaching practices and, therefore, the current services provided for secondary students with ID were not aligned with research about EBPs. The participants' responses indicate a lack of conceptualizing the importance of using EBPs in services, as well as a lack of understanding among professionals, educators, policymakers, teachers, parents, and students with ID about the importance of such practices.

Overall Summary of Section 1

In summary, the themes within Section 1 describe the participants' perceptions of each child's/student's needs related to three themes; (a) their knowledge about transition

services; (b) their familiarity with key concepts in relation to transition services; and (c) their familiarity with evidence-based practices within transition services. Across these themes the participants described an obvious lack of knowledge and understanding of transition services overall, key concepts that make up transition services, and specific evidence-based practices that reflect those concepts and lead to better adult outcomes for students with ID. An overarching theme that emerged from their comments is an apparent lack of awareness of even the concept of transition, transition services, and transition evidence-based practices across the education system, including educational leaders, policies, teacher preparation programs, and parent training and advocacy support providers.

Section 2: Each Child's/Student's Needs Related to These Concepts

When reviewing the content of transcripts for section two of the interview, three themes emerged. These included the participants' knowledge about their child's/student's abilities; familiarity with their child's/student's progress evaluation tools, frequency of their use, progress monitoring process, and evaluation procedures and practices; and knowledge about their child's/student's IEP.

Knowledge About the Child's/Student's Abilities

This theme is concerned with each parent's and teacher's knowledge about their child's/student's abilities. The main theme, the frequency, and the examples of coded segments associated with the participants' knowledge about their child's/student's abilities appear in Table 12.

Table 12.

Knowledge about the Child's/Student's Abilities – Theme 4

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
I don't know whether my son is a good learner to understand any provided academic task by his teacher. Unfortunately, I couldn't tell you whether my son is a good reader or is good at math. His teacher did not inform me about my son's skills, but I can tell that my son's academic skills are very poor. My son knows how to count 1 to 10 and gets confused in counting numbers after 10. My son is very good at communicating with us. His receptive and expressive language is clear and we do not have any difficulty understanding him, as well as for him to understand us. I believe that each [student] in my class is unique and needs very special treatment that differs from the rest. But the issue is that I received the students at the beginning of this year and they had very poor skills, with no prior skills or knowledge they brought with them from the previous class. I wish I had the support from school and the superintendent to improve	Knowledge about the Child's/Student's Abilities	18	29

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
my students' skills and make them ready for life after graduation. My school superintendent came to me at the beginning of the school year and demanded to improve my students' academic skills. Therefore, I was busy developing lesson plans for math and reading			

The parents were questioned about the abilities of their children with ID, specifically in relation to their strengths and weaknesses. Most parents (4 of 6) indicated that they lack adequate knowledge about the abilities of their child with ID. In contrast, the two parents with international special education experience (2 of 6) showed sufficient knowledge about their child's abilities.

Common comments made by the parents who lacked knowledge about the abilities of their child with ID is that they are not sure about their abilities. For example, Fahad described his son's abilities in the following way:

> I don't know whether my son is a good learner to understand any provided academic task by his teacher. Unfortunately, I couldn't tell you whether my son is a good reader or is good at math. The only thing I know about him is that he is a technophile; he is so fascinated with electronics. You wouldn't believe how much he knows about apps and social media, especially Snapchat. My son always forwards some pictures and videos for me to watch and [wants me] to make comments on them.

Similarly, Ali stated, "My son has a moderate ID but I am not sure what exactly his IQ is. His teacher did not inform me about my son's skills, but I can tell that my son's academic

skills are very poor." When asked how to make a judgment about the poorness of his son's academic skills, he noted, "My son knows how to count 1 to 10 and gets confused in counting numbers after 10." For reading and writing skills, Ali commented, "My son can only write his first name, but other than that he cannot. For reading skills, he cannot decode letters." A similar response was made by Tariq. He noted, "The only thing I can assure you that my son is very interested in is photography. He often says that I need to be a photographer in the future."

On the other hand, Sarah and Bander had in-depth details about their children's abilities. Sarah described her son's abilities in the following way:

> My son is very good at communicating with us. His receptive and expressive language is clear and we do not have any difficulty understanding him, as well as for him to understand us. His expressive and receptive language was improved after several speech therapy sessions that he received while he was in middle school in [a developed country]. We are afraid his skills might drop down [now that we are back home] because there are no services in school to maintain these language skills. My son doesn't know how to read and write. I remember when I requested from his teacher to improve his personal and social skills, but I did not see any progress. I believe focusing on social and personal skills for students with ID is a high priority. After they show improving or mastering these skills, then teachers can focus on academic skills.

Bander expressed his concerns about the academic and social skills of his son. He commented, "I am worried about my son's progress in academic and social aspects because every time I visit the class, I find all the class is playing and the teacher is not delivering instruction." When asked about his son's communication skills, he stated, "My son has some difficulties in expressive and receptive language. Sometimes, it is hard to understand what he is saying or what he needs. It is really frustrating for him and for us."

Bander continued saying: “Sometimes I hear my son counting numbers 1 to 20, especially when he is playing hide and seek with his siblings. Another thing I realized recently is that he loves poems and would like to be a poet in future.”

All six teachers seemed to have a lack of knowledge about their student’s abilities due to several reasons, including: lack of support, shortage of teaching assistants, time constraint, impacts of coronavirus pandemic, and /or students’ lack of prerequisite skills/ knowledge. Khalid had a unique experience that made him different from the remaining teachers. He responded in the following way:

> I believe that each [student] in my class is unique and needs very special treatment that differs from the rest. But the issue is that I received the students at the beginning of this year and they had very poor skills, with no prior skills or knowledge they brought with them from the previous class. Therefore, I don’t have the time to identify the abilities of my students. I tried to work on their social and personal skills, but everything stopped after Coronavirus. I will start with them from the beginning after the school resumes.

Similarly, Ziayd described the barriers that prevented him from identifying students’ abilities in the following way:

> I wish I had the support from school and the superintendent to improve my students’ skills and make them ready for life after graduation. I am only by myself in the classroom with six students with ID, and with different abilities and different family styles. I have one student who works with his father in a phone repair company and when he comes to the class, he is so busy with the phone and doesn’t want to listen to my instructions. Another student also always comes to the class only to sleep because he always says I was awake all night with my siblings. How can I work by myself with these students?

Jaber and Faisal explicitly stated that they were busy complying with their superintendent requirements. Jaber noted, “My school superintendent came to me at the beginning of the school year and demanded to improve my students’ academic skills. Therefore, I was busy developing lesson plans for math and reading.” When asked to describe the lesson plans he developed, he noted, “I mean basic academic skills in math and reading. For math, I was focusing on counting numbers, for reading only on the alphabet.” A similar response was given by Fasil. He stated,

> This year I was only able to teach my students the basic math skills, like counting and how to write their first name, as requested by the special education superintendent. But I couldn’t identify the uniqueness of my students due to the time constraint related to the pandemic.

Summary. To conclude, there was a lack of understanding about the individual needs of students with ID and how those needs should be addressed in educational services. As a result, the participants’ comments collectively describe lack of both differentiated instruction and differentiated instructional content for students with ID, based on their abilities, interests, or needs.

Familiarity with the Child’s/Students’ Progress Evaluation Tools, Frequency, Progress Monitoring Process, and Evaluation Procedures and Practices

This theme reports the knowledge of participants about the evaluation tools used to monitor students’ progress, frequency, and evaluation procedures and practices. The main theme, the frequency, and the examples of coded segments associated with the knowledge of participants about the evaluation tools used to monitor students’ progress, frequency, and evaluation procedures and practices are shown in Table 13.

Table 13.

Familiarity With Students' Progress Evaluation Tools, Frequency, Progress Monitoring – Theme 5

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
There is no weekly or quarterly evaluation. My son is assessed twice per year, once at the end of each semester. I receive only one piece of paper at the end of the academic year with a note that my son is passed to the next level. I often get a piece of paper from the teacher describing some of my son's negative behaviors and how they dealt with those behaviors. I wish they also reported the positive behaviors, too. The teacher doesn't use any evaluation tool through the academic year, except at the end of each semester [when] they send a report that my son has met the academic goals. But in fact, the outcome is zero. I make comments on academic, social, and behavior skills/changes, so I try to cover any progress my students made throughout the semester. I made my own assessment. I send a report to parents in the last week of each semester	Familiarity with the Child's/Students' Progress Evaluation Tools, Frequency, Progress Monitoring Process, and Evaluation Procedures and Practices	13	15

Parents' responses indicated that they have a lack of knowledge about how their children are being evaluated and monitored in school. For example, Sarah stated, "There is no weekly or quarterly evaluation. My son is assessed twice per year, once at the end of each semester." When asked to describe how she knows about her son's progress, she reported, "I receive only one piece of paper at the end of the academic year with a note that my son is passed to the next level." In addition to the report that is being sent at the end of each semester, there is a note often sent to her about his behaviors. Sarah stated, "I often get a piece of paper from the teacher describing some of my son's negative behaviors and how they dealt with those behaviors. I wish they also reported the positive behaviors, too."

Similarly, Bander affirmed that the teachers did not use any evaluation practices with his son throughout the academic year. He said, "The teacher doesn't use any evaluation tool through the academic year, except at the end of each semester [when] they send a report that my son has met the academic goals. But in fact, the outcome is zero." When asked to describe his son's outcomes, he stated, "Zero in all aspects; academic is zero, social is zero, communication is zero, assessment is zero. What else do you want me to include?"

Salih reported wondering about the evaluation tools and procedures used with his son. He reported, "[I am] not sure about whether the teacher used evaluation procedures to assess my son's progress." Fahad's responses focused on questioning the teacher's knowledge in monitoring the student's progress. He stated, "When I see my son has [made] no progress in school, I am often wondering whether the teachers have the

knowledge but don't want to apply it with their students, or are lacking knowledge so they couldn't improve their students' skills." Ali stated, "To the best of my knowledge, I don't think my son's teacher uses reliable evaluation tools to monitor his progress." When asked to describe reliable evaluation tools, he replied, "… Tools approved to be used by the Ministry of Education. General teachers are required to follow a specific set of tests and assessments throughout the academic year, and we need the same thing for the students with ID." Tariq also shared a similar conclusion about the evaluation procedures used with his son in the school. He stated, "Teachers use nothing with my son in terms of monitoring his progress and I don't remember my son's teacher having sent a report that explains how my son is doing while he is delivering instruction."

On the other hand, teachers' responses were divided into two categories. First, most of the teachers (4 of 6) agreed with what most parents said about sending a report to parents at the end of each semester. Second, the remaining teachers (2 of 6) contradicted parents' responses as the two teachers mentioned that they have done several assessments throughout the academic year.

Four of the six teachers (i.e., Ziayd, Jaber, Faisal, and Naif) indicated that they evaluate the students' progress once at the end of each semester, and send the report to the students' parents. When asked about what he included in the report, Ziayd reported, "I make comments on academic, social, and behavior skills/changes, so I try to cover any progress my students made throughout the semester." Ziayd described his evaluation practices and procedures used to monitor students' progress in the following way: "I made my own assessment. Basically, I use verbal questions that require short answers

from the students. If a student doesn't understand my question, I use symbols, such as pictures." Jaber made a similar comment. He said, "I send a report to parents in the last week of each semester. I describe generally the goals that have been met by their children and make final notes indicating that they can contact me if they have any questions." When asked whether any parents contacted him and discussed the report, Jaber replied, "No." Similarly, Faisal reported, "No specific evaluation procedures or practices were used but I always review with my students the tasks we discussed during the semester and then I write a report for each parent." A similar response was seen from Naif, he stated, "I described within the report the students' progress through the semester in the academic and social aspects."

However, two of six teachers (i.e., Khalid and Suliman) provided contradictory information from the parents' responses. Khalid stated, "I do daily and weekly evaluations. For the daily evaluation, I review with my students the lesson I was explaining and see who can remember what I just explained." When asked about the weekly evaluation, Khalid stated, "At the end of each week, I review with my students the tasks and topics that I talked about during the week, since I teach them very basic skills like counting 1 to 10 or the alphabet, it is not hard for them to remember and participate in the discussion." Similarly, Suliman stated, "I always assess my students' progress after completing each task." When asked to provide more details about his assessment, Suliman replied, "I use tangible items like pictures to make sure the students understand my questions and can answer."

Summary. The participants' responses indicated that there was a lack of understanding of how assessment of each student's performance and progress should be monitored and reported, as well as a lack of knowledge of how their performance and progress was being monitored and reported. This lack of knowledge was consistent with their lack of knowledge and understanding of the importance of individualizing both instructional content and instruction when teaching students with ID, as presented in the previous theme (Knowledge About the Student's Abilities).

Knowledge About the Child's/Student's IEP

This theme addresses how the participants described their knowledge about their child's/student's IEP. The main theme, the frequency, and the examples of coded segments associated with the knowledge of participants about their child's/student's IEP are shown in Table 14.

Table 14.

Knowledge about the Child's/Student's IEP – Theme 6

		Frequency	
Examples of Coded Segment	Theme that Emerged	Teacher	Parent
We never discussed the IEP either with the teacher or other school personnel. The teacher mentioned the IEP at the beginning of the semester when I transferred my son from another school.	Knowledge about the Child's/Student's IEP	22	15

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
I am not sure, but I remember the teacher did not talk much about IEP. The IEP is a contract between the family and school IEP is one right for students with disabilities, including those with ID. The IEP is not used as it is supposed to be with my son' case. I don't remember my son's teacher talking about it, or updating it, or requesting any information from me to be added to the IEP. A plan that aims to improve the students' skill. The IEP has the goals that are supposed to be met at the end of year. It should have academic, personal, social, and behavior goals to be met by the student.			

Parents differed in their knowledge about their child's IEP. Some parents had more knowledge than others. Specifically, most parents (4 of 6) indicated that they lack knowledge about their child's IEP, while the two parents with international special education experience (2 of 6) demonstrated knowledge about their child's IEP. Four out of six parents explicitly acknowledged their lack of knowledge about their child's IEP. For example, when asked to describe the IEP of his child, Fahad replied with a question: "Do you mean the report received at the end of each semester?" A similar response was

made by Salih. He noted, “We never discussed the IEP either with the teacher or other school personnel.” Tariq’s response was slightly different from the previous responses, but it still asserted that he did not have knowledge about his son’s IEP. He reported, “The teacher mentioned the IEP at the beginning of the semester when I transferred my son from another school.” When asked to describe the IEP based on his discussion with the teacher, Tariq said, “I am not sure, but I remember the teacher did not talk much about IEP.”

On the other hand, the two parents with international special education experience (i.e., Sarah, Bandar) showed knowledge about their child’s IEP. For example, Sarah described her son’s IEP in the following way:

> The IEP is a contract between the family and school. I mean the IEP must include the students’ strengths, weaknesses, interests, and medical issues that the teacher must consider when he teaches each student with disability. In addition, teachers must update this contract every semester or at least once every year....The issue is that my son’s teacher never refers to my son’s IEP. He has it in my son’s record but does not use it. The value of the IEP is underestimated by my son’s teacher.

Similarly, Bandar described the IEP as “… one right for students with disabilities, including those with ID. It must consist of several sections including strengths, areas that need to be developed, what a student likes and dislikes, and interests.” When asked about his son’s IEP, he stated, “The IEP is not used as it is supposed to be with my son’ case. I don’t remember my son’s teacher talking about it, or updating it, or requesting any information from me to be added to the IEP. I don’t know why there is no focus on his IEP.” When asked why he has not discussed his son’s IEP with the teacher he replied,

"We did not have time to meet as a result of the Coronavirus pandemic and schools being closed, but I am planning to open a discussion with the teacher and school administrators about my son's IEP and progress."

The teachers' responses indicated that they provide either very generic or inaccurate information about their student's IEP. Their responses indicated that they were not using the IEP in planning, implementing, or monitoring their student's progress. For example, Faisal noted, "I have an IEP for every student in my class … the IEP has information about a student, such as academic and social information." Similarly, Naif described the IEP as "… an individualized plan that has all important information related to the student with disabilities. It is important to have an IEP for every student with ID." When asked to provide a more specific description of the IEP, he stated, "It is the same as what I just said, a plan should have information about students with disabilities. Information like the type of disability, age, interests, strengths."

Jaber had a similar response. He stated the IEP is "A plan that aims to improve the students' skill." When asked to describe the plan, Jaber reported, "I am trying to make goals that could be met by all students. For example, teaching how to count 1-10, I try to deliver the instructions and use all means to make all students master this skill." A similar response was made by Ziayd when he noted, "Yes, I know about the IEP. It is a plan that includes all needed information about students, such as: medical issues, interests, and what he likes and dislikes." Suliman was very frank about his knowledge about the IEP and those of his students with ID. He stated, "I don't remember the precise definition of IEP, but I can describe it as a plan that should have a student's information, needs, and

evaluation." When asked specifically about his students' IEPs, he responded in the following way:

> This year the school administrators notified me that I will have 3 new students with different disabilities, including autism and multiple disabilities. I met with the school administrators and explained to them [that] it is overwhelming and I could not handle the class by myself, as well as I was not prepared to teach autism. But they forced me to teach all of them. I did my best, but I did not rely on the IEP for teaching.

Khalid reported, "The IEP has the goals that are supposed to be met at the end of year. It should have academic, personal, social, and behavior goals to be met by the student." When asked about his experience with his student's IEP, he stated, "At the beginning of this year, I reviewed all my students' IEPs, but there was not much information written by the previous teachers. I had a plan to evaluate every student's abilities, but I stopped due to the pandemic." Khalid continued describing his previous experience with IEPs in the following way: "In the past, I used to look at and update the goals for a few students who have good attendance records and are involved in my teaching so I could monitor their progress and make a report."

Summary. Given the above comments, participants indicated that they lacked the knowledge and understanding of the importance of their child's/student's IEP. An overarching theme that emerged from their comments is an evidence of little or no focus on IEPs by the IEP team. This, in turn, entailed the following consequences; (a) neglect of each child's/student's educational needs; (b) disregard for the outline of related services and support a child/student as stated on their IEP, as well as how often those

services and supports should be provided; and (c) avoidance of the development of specific, measurable short- and long-term goals to meet all of the needs for each child/student. In addition, the participants did not provide information about discussions with personnel across the education system (e.g., educational leaders, policymakers, teacher preparation programs, parent training and advocacy support providers) about either processes to develop, or relevant content for, their child's/student's IEP.

Overall Summary of Section 2

In summary, the themes within Section 2 describe the participants' perceptions of each child's/student's needs related to three themes; (a) their knowledge about their child's/student's abilities; (b) their familiarity with the evaluation tools used to measure their child's/student's progress, as well as the frequency of tool use, the progress monitoring process, and evaluation procedures and practices; and (c) their knowledge about their child's/student's IEP. When considering participants' lack of understanding about how the assessment of a child's/student's performance, a description of the child's/student's needs, the child's/student's IEP, and the monitoring of the child's/student's progress, an overall concept that emerged is an additional lack of understanding of how these aspects of a child's/student's educational program should align. In addition, the participants' comments suggested a lack of awareness of how these aspects should drive the instruction of each child/student.

Section 3: Services to Meet the Child's/Students' Needs

Two themes emerged from the transcript content for the third section of the interviews. These included the provision of transition services and facilities, and collaboration among school personnel and family members.

The Provision of Transition Services and Facilities

This theme reflects parents' and teachers' perceptions about how teachers and schools provide transition services from school to adult life for students with ID. In addition, this theme reflects their perceptions of the school facilities that were made available for the use of students with ID. The main theme, the frequency, and the examples of coded segments associated with the provision of transition services and facilities are shown in Table 15.

Table 15.

The Provision of Transition Services and Facilities – Theme 7

		Frequency	
Examples of Coded Segment	Theme that Emerged	Teacher	Parent
There are no actual transition services provided for my son. Unfortunately, his school and teacher neither provided any transition services for my son nor guided us on how to find transition services outside the school. I don't think my son's teacher is well prepared to train my son for any type of jobs or at least to be independent. He never mentioned	The Provision of Transition Services and Facilities	24	20

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
any job training or services that could help him in adult life. I have not done any instruction related to employment. They [students] were not ready for employment skills. It is way beyond their abilities, at least this time. I have not taught them any transition skill lessons, but I am thinking, next year, to contact my students' parents and discuss the idea of teaching some transition skills. I must have the needed resources and facilities that support students acquiring transition skills.			

There was unanimous agreement among the parents about the lack of provision of transition services from school to adult life for students with ID. Bander described the school day of his son as being shorter than the school day of other students. He responded in the following way:

> I will describe my son's school during his high school and you will make judgment about whether my son is being provided with transition services. I drop my son at school around 8 am, and he is supposed to stay and learn until 2:00 but many, many times I receive calls and texts (sometimes back to back) from my son at 11:30 and sometimes earlier asking me to come and pick him up. When I ask him why you are leaving early, he is always saying I am the only student attended today. Or sometimes he says we are done teaching. It is weird. This short school day is not only affecting my son's education but also putting me in an

> embarrassing situation in front of my manager. With that being said, no transition service was provided.

Sarah's response was very explicit. She stated, "There are no actual transition services provided for my son." Tariq expressed his concern about transition services in the following way:

> Transition to adult life is a very concerning issue for me and my wife. I am always thinking about my son's future and how he will live without depending on us. Unfortunately, his school and teacher neither provided any transition services for my son nor guided us on how to find transition services outside the school.

Ali's response differs from the remaining parents as he blamed the lack of transition services on the qualifications of his son's teacher. He stated, "I don't think my son's teacher is well prepared to train my son for any type of jobs or at least to be independent. He never mentioned any job training or services that could help him in adult life."

Fahad demanded services to teach a specific skill that he needed his son to acquire, instead of providing training for employment. He stated, "I don't want the teacher to prepare my son for a job. What I need is to help my son learn how to manage money. My son still doesn't know how to use money and money exchange." Fahad concluded his response by emphasizing the need to improve teacher preparation programs' outcomes, as well as school services. He stated, "I never know where the problem is. I need to know why my son's skills are not improving in school. There is a need to improve the teacher preparation program and school services." Salih noted, "As a

parent of a student with ID, I need my son to be taught by a specialist." When asked to describe the specialist he needs to teach his son, he reported,

> What I mean by a specialist is a highly qualified person who understands my son's needs and improves his skills to address those needs; identifies my son's strengths and uses them; and considers my son's health issues, mental issues, and also our mental and social issues.

Teachers explicitly admitted that they do not provide any type of transition services for their students for several reasons, such as lack of resources, lack of teaching assistants, and lack of students' having prerequisite skills. In addition, all the teachers were in agreement that they were concentrating mainly on teaching basic academic skills. Khalid mentioned that he used to have a plan to take his students for field trips to a job training institute, and then he wanted to work with the students on some job skills. However, he was not able to implement plans for field trips. He described his situation in the following way:

> At the beginning of this year, I used to have a plan to take my students to an institute of body shop training. I called the manager of the institute and explained to him the purpose of the school visit. The manager welcomed us any time, but I needed to make an appointment for the visit at least two weeks prior to the visit. I discussed this visit with the school administrators and requested an assistant to help me monitor the students. And I requested a bus to take all the students to the institute. The school administrators liked the idea, but they said we don't have any assistant available for you. You can ask other teachers and see if anyone can go and help you. In addition to the lack of assistants, the school administrators informed me that it is impossible to provide a bus because the school doesn't have one. I decided to cancel the idea and not try to do any field trip in the future. If there is no help, I could not do extra work by myself. I am struggling to control my students inside the classroom, and some of them have bad behaviors which sometimes threaten my safety. Since then, I have been focusing only on basic

> math and the alphabet. I also have been trying to teach my students how to write their names.

Similarly, Naif's response indicated that training students with ID for employment is not the job of teachers. He stated, "I have not done any instruction related to employment. It is not my job." When asked who was responsible for job training, Naif responded, "It is the job of parents to register their children with ID in training programs provided by the Ministry of Social Affairs." Naif continued describing those training programs by saying: "The Ministry of Social Affairs offers different types of job training for individuals with ID for a certain period of time. Individuals with ID can get trained on low skills jobs, like sawing." Then, Naif concluded his response with the following statement: "… So, it is better for parents to register their children in those programs in order to be prepared well for a job."

A similar response was made by Faisal. He limited the transition services to employment skills. Faisal stated, "They [students] were not ready for employment skills. It is way beyond their abilities, at least this time." Then, Faisal started to blame the previous teachers by saying "… There are prerequisite and essential skills that were supposed to be taught during middle and elementary school, before the students came to my class. I try to do my best based on what I have as resources and based on the students' abilities." Jaber's response indicated that he has a plan to try teaching his students some transition services skills next academic year. He stated, "I have not taught them any transition skill lessons, but I am thinking, next year, to contact my students' parents and discuss the idea of teaching some transition skills. At the same time, I must have the

needed resources and facilities that support students acquiring transition skills." Suliman and Ziayd's responses were very short and explicit that they do not provide transition services for their students.

Summary. The provision of transition services for students with ID do not reflect evidence-based practices due to a lack of knowledge about transition and a lack of understanding of the importance of preparing students with ID for adult life. The participants made it clear that there is no coordinated planning among teachers, school staff, parents, students with ID, and community services agencies regarding the preparation of students with ID for adult life.

Collaboration Among School Personnel and Family Members

This theme reflects on how special education teachers collaborate with each other, general education teachers, parents, and school administrators. The main theme, the frequency, and the examples of coded segments associated with the school personal collaboration are shown in Table 16.

Table 16.

Collaboration Among School Personnel and Family Members – Theme 8

		Frequency	
Examples of Coded Segment	Theme that Emerged	Teacher	Parent
I think school personnel, including the special education teachers, should understand the importance of collaboration with us as parents of students with disabilities.	Collaboration Among School Personnel and Family Members	21	29

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
I talked with my son's teacher at the beginning of the school year when I described my son's situation. I showed him my willingness to work with him [the teacher] for the purpose of improving my son's skills, but nothing has happened since then.			
This year, I never met in person with my son's teacher. He was supposed to initiate meetings with me and discuss my son's education plan.			
No constant communication with the school administrators or my son's teacher. I have not gotten a call or letter asking about concerns or suggestions pertaining to my son's progress.			
I have not been asked to attend meetings to discuss my son's education.			
I have not collaborated with general or special education teachers before. I feel there is no need for collaboration since I create my own curriculum and the school system does not support the collaboration.			
It is the job of school administrators to create collaboration communities in the school. I never heard about collaboration from the school administrators.			

According to the parents interviewed, the option of them collaborating with special education teachers and school administrators was not feasible. For example, Sarah expressed her concern that there is no form of collaboration between her and her son's teachers and school administrators. She commented, "I think school personnel, including the special education teachers, should understand the importance of collaboration with us as parents of students with disabilities." She indicated that the value of parents' collaboration seemed to be "underestimated" by her son's teacher. She continued stating: "I talked with my son's teacher at the beginning of the school year when I described my son's situation. I showed him my willingness to work with him [the teacher] for the purpose of improving my son's skills, but nothing has happened since then." She ended her response by saying: "Special education teachers and school personnel should open the door for participation and collaboration with parents."

Bandar's response focused on the lack of meetings with his son's teacher. He stated, "This year, I never met in person with my son's teacher. He was supposed to initiate meetings with me and discuss my son's education plan." Bandar showed his professional courtesy for the work that has been done with his son by the teacher and school personnel by saying: "I appreciate their work and I think they tried to do their best. But it is important for them to evaluate their work and see whether they are on the right track to achieve their objectives." Bandar suggested that the school could "… invite parents for meetings and hear their voices. Parents are part of the education system and I need to know how my son is being taught, and what subjects he is being taught. I need to increase our knowledge in relation to disabilities and services." Similarly, Salih's

response indicated that a lack of collaboration with the teacher resulted in negatively impacting his son's progress in school. Salih stating:

> My son is not benefiting from school. He is not showing any progress. Sometimes, I call the teacher and ask about some behaviors because I need to increase my knowledge, but the teacher is not providing any information, or at least he is not guiding me to useful resources. I need a specialist who understands behavior issues and is knowledgeable. The only source of information I have is my son's physician; he is helping me all the time.

According to Fahad, he had not been contacted by the school personnel or the teacher about his son's progress or to see if he had any questions or suggestions. Fahad stated there was "… no constant communication with the school administrators or my son's teacher. I have not gotten a call or letter asking about concerns or suggestions pertaining to my son's progress." In addition, Fahad expressed his concerns about the "earlier dismissal" call he received to pick up his son. He noted, "I spend more time and hours with my son at home and outside home, so I know more about his situation. School and the teacher must value my input and seek it."

Ali had a similar response. He stated, "I have not been asked to attend meetings to discuss my son's education." When asked about the importance of his involvement in his son's education, he reported, "I am his father and by the law and religion and culture, I am responsible for him. I also have sufficient information about my son's [strengths, weaknesses and interests]. So, the school and teacher should benefit from this information." In contrast, Tariq appeared to not recognize the importance of his involvement in his son's education. He commented, "Well, I have not thought about the

need of my involvement in my son's education because this is the job of school and teachers—to take care of my son's education. Maybe I am wrong." He concluded his response by saying: "I need to know the perceptions of teachers and school personnel about my involvement in my son's education. Do they like it or not."

Teachers' responses demonstrate that there is no team collaboration; that is, that special education teachers are not collaborating either formally and informally with general education teachers, other special education teachers, other school personnel, and parents. Although some of the interviewed teachers indicated that the opportunities for parents to collaborate are available, parents' responses indicated that they are left out of collaboration opportunities. For example, Ziayd described his team collaboration in school in the following way:

> I have not collaborated with general or special education teachers before. I feel there is no need for collaboration since I create my own curriculum and the school system does not support the collaboration … Parents should recognize the need to collaborate and set up a meeting with teachers and be involved in their children's education.

Similarly, Suliman mentioned that the school environment does not encourage school personnel to collaborate with each other. He reported, "It is the job of school administrators to create collaboration communities in the school. I never heard about collaboration from the school administrators." When asked about collaborating with parents, he said, "I am open to work with them if they want."

Jaber mentioned that the only time for him to meet with other special education teachers is when his students have early dismissal. He stated, "I never thought about

collaborating with other school personnel, but the only time I meet with other special education teachers is when we have early dismissal so we can meet in the teachers' room and have general conversations not related to work." When asked to describe his school day, he said, "I come early in the morning to the school class, and do my teaching for all classes, and leave once my students leave the school. There are no more meetings at the end of the day." Faisal had an interesting response about team collaboration. He reported, "I am not interested in collaborating with other school personnel, especially the general teachers." When asked why, Faisal commented, "I am just not feeling comfortable, and I have no more comments." Similarly, Naif mentioned that the school does not support team collaboration. Naif stated, "The only task a teacher is required by the principal to complete is teaching. The principal has never talked about collaboration. School personnel need to be aware about the importance of collaboration and how to create a good school atmosphere for collaboration." When asked about parents' collaboration, he reported, "It is important to collaborate with parents to get the best results for their children, but parents should reach out to me and discuss with me if there is a specific skill or plan, I need to focus on during the school day."

Khalid had a different response. He stated, "I collaborate with some special education teachers and specialists from other cities through social media or phone calls. We share information and help each other. But in my school, I don't think I can do the same thing for a personal reason." When asked about parent collaboration, he said, "I am willing to help and collaborate with parents but they need to show me that they care about their children's education." When asked how he wants parents to show him that they care

about their children's education, he stated, "I need them to visit the school, call or text me and ask about the progress of their children, and share with me the skills they think are important for their children. They have my contact information."

Summary. To conclude, participants' comments indicated that their collaborative experiences were poor. The above comments indicated that participants fail to conceptualize the importance of parental involvement, as well as successful collaboration and how they could lead to a child's/student's educational success.

Overall Summary of Section 3

In summary, Section 3 presents data associated with the participants' perceptions of each child's/student's needs in relation to two themes; (a) the provision of transition services and facilities, and (b) school personnel collaboration. A predominant theme that emerged from their comments indicates that the people that make up the education system (e.g., teachers, school personnel, parents, superintendents) fall short and lack a clear understanding about transition services and team collaboration.

Section 4: The Quality of Services Provided for the Students

This section addresses three themes, including participants' views about teacher preparation programs and professional development, the support needed to improve the quality of services, and the long-term outcomes expected from the provision of transition services.

Participants' Views about Teacher Preparation Programs and Professional Development

This theme presents data associated with the participants' views about teacher preparation programs and professional development. The main theme, the frequency, and the examples of coded segments associated with the participants' views about teacher preparation programs and professional development are shown in Table 17.

Table 17.

Participants' Views about Teacher Preparation Programs and Professional Development – Theme 9

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
Teacher preparation programs must emphasize the concept of individualism in teaching students with disabilities. Teachers cannot teach all students with disabilities with the same approach and content.	Participants' Views about Teacher Preparation Programs and Professional Development	13	17
Teachers must integrate accommodations, modifications, and assistive technology in their instruction, otherwise they should cancel the self-contained classes and move our kids with ID to general classes.			
Universities require pre-service teachers to do practical experience only during the last semester during the undergraduate [years]. One semester for practicum is insufficient.			

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
To be honest, I am not happy with the teacher preparation programs' outcomes. But I appreciate and respect the school and teachers and superintendent effort. I think there is a huge gap between teacher preparation programs and the real world of school and students with disabilities. It is frustrating as a special education teacher who is not provided any workshops pertaining to recent issues or strategies in the field of special education. I need to attend workshops and conferences in the field of special education.			

All of the parents interviewed expressed their concerns about the quality of the teacher preparation programs in special education. The views of parents were initially categorized as negative about the preparation quality. For example, Sarah explicitly critiqued part of the current teacher preparation programs when she stated, "Teacher preparation programs must emphasize the concept of individualism in teaching students with disabilities. Teachers cannot teach all students with disabilities with the same approach and content." When asked about the meaning of "the same approach and content," she commented, "Teachers must integrate accommodations, modifications, and

assistive technology in their instruction, otherwise they should cancel the self-contained classes and move our kids with ID to general classes."

Bandar's response focused on the need for pre-service teacher preparation programs to be improved. Bandar stated, "Universities require pre-service teachers to do practical experience only during the last semester during the undergraduate [years]. One semester for practicum is insufficient. They need more and more hours to work under expert supervision." Bander ended his response by saying: "Teacher preparation programs need to review their programs and the outcomes, and consider making changes that positively impact students with disabilities."

Tariq initially appreciated teachers' effort and trials. When discussing teachers later, he was less appreciative, but blamed the lack of students' progress on the teacher preparation programs. He stated, "I believe that the teacher was doing his best, but I do not think he was prepared well to deal with cases like my son. There is a need to make changes and improvement in the way that teachers are prepared." Salih had a similar response. He said, "… To be honest, I am not happy with the teacher preparation programs' outcomes. But I appreciate and respect the school and teachers and superintendent effort." Ali reported, "I don't want universities to produce experts to teach my son. I need only for universities to prepare teachers who know about the field of special education, know about students with disabilities, and know how to treat and teach them." Fahad had a similar response when he described how the skills teachers are being taught in teacher preparation programs are not meaningful; that is, they are not effective for preparing students with ID for the real world. He noted, "I think there is a huge gap

between teacher preparation programs and the real world of school and students with disabilities." When asked to provide more details, he said, "Many teachers are not qualified to teach students with ID. As a result, you can see the outcome of their teaching right now in the real world … that students with ID are not fully integrated in the community."

In contrast, the teachers expressed satisfaction with their teacher preparation programs. They recognized, however, the need to attend additional professional development sessions (e.g., workshops, conferences) to improve their teaching. For example, Khalid acknowledged that he initially assumed that the special education department or universities would provide workshops for special education teachers in order to improve his teaching strategies, but he did not have any opportunities to attend any workshops. Khalid stated, "It is frustrating as a special education teacher who is not provided any workshops pertaining to recent issues or strategies in the field of special education. I wish I got trained on how to apply, for example, evidence-based practices in ID." When asked about his teacher preparation program, Khalid noted, "The teacher preparation program that I graduated from is doing a great job right now. I heard the department has great faculty members and experts." Similarly, Naif's response indicated that he submitted a request to attend a workshop and conference related to special education, but his request was rejected. Naif reported, "Nowadays, many teacher preparation programs hold workshops and mini conferences. Last year, I requested permission from the school administrators to attend the workshop and a conference in one university, but they did not allow me to go."

Similarly, Faisal stated, “If I had a workshop in transition, I would have more knowledge to discuss with you today. There are costly workshops provided by private sectors, but I could not offer the money to attend.” Further, Jaber realized the importance of professional development. He said, “I hear that there are workshops and seminars in one of the local universities, but I am not sure whether we can attend or not. I believe workshops and seminars will help us to update our knowledge.” A similar response was observed from Suliman. He reported, “I need to attend workshops and conferences in the field of special education. These conferences and workshops are reasons to understand transition services, diagnoses and assessments, and collaboration.” Finally, Ziayd admitted that he needs to update his knowledge about special education and how to improve the skills of students with ID by attending workshops. Ziayd noted, “I agree that our knowledge about special education changes every day; therefore, the department of special education and the school administration and the superintendent should enable us and provide workshops to update our knowledge about special education, specifically in the area of ID.”

Summary. In summary, participants’ responses indicated that they are concerned about teacher qualifications. Participants appeared aware of the importance of teacher quality and its role in determining student achievement, as denoted by their comments. An overarching theme that emerged from their comments was that the preparation for secondary school special education teachers, however, was generally weak.

The Support Needed to Improve the Quality of Services

Through this theme the participants reported the need for support to improve the quality of transition services for students with ID. The main theme, the frequency, and the examples of coded segments associated with the support needed to improve the quality of transition services are shown in Table 18.

Table 18.

The Support Needed to Improve the Quality of Services – Theme 10

		Frequency	
Examples of Coded Segment	Theme that Emerged	Teacher	Parent
Overthinking about my son's education, friendships, and other things makes me very tired. This overthinking sometimes ends with me creating a very horrible scenario about my son's future. I am very thankful to have a good friend who understands me well and knows about my son' situation. My wife and I used to enjoy going to social gatherings and talking with people. But recently we realized that some people had difficulty dealing with my son. It is important to have a teaching assistant with me in the classroom so I can be able to monitor all the students' work. I only need a teaching assistant to help me manage the activities.	The Support Needed to Improve the Quality of Services	11	24

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
I wish to have a teaching assistant next year. I cannot handle the class by myself without any external help.			

Due to the importance of transition services, parents' responses indicated that there is a great need for immediate interventions to provide and improve the quality of transition services. In addition to the need of improving teacher preparation programs and team collaboration, parents mentioned the need for mental, social, and regulatory support. Regarding mental support, Sarah discussed the importance of providing mental consultation for parents of children with ID. She stated, "… Overthinking about my son's education, friendships, and other things makes me very tired. This overthinking sometimes ends with me creating a very horrible scenario about my son's future." When asked how she dealt with such scenarios, she reported, "I am very thankful to have a good friend who understands me well and knows about my son' situation. I always talk to her and she tries to persuade me that the scenario would not happen because we are doing our best with our son."

A similar response was seen from Bandar. He reported, "Having someone listening to me and understanding my situation would help me to cope with some emotional issues." When asked who should provide this consultation, Bander responded in the following way:

> I don't care whether it is in the private or government sectors. I need to have one consultant to work with me, my wife, and my kids who do not have disabilities. It is going to be easier for the consultant to help all of us. I wish the Ministry of Education would offer such consultation services in all schools, specifically the schools that include classes for students with special needs. I was informed about a center that provides parent consulting services. I called them for an appointment. After I gave them all my personal information, the employee told me to bring a very high price for the first visit. Then, I decided to cancel the idea.

For social support, parents were explicit about the need to increase the community's awareness about how to treat children with ID in public facilities or social gatherings. Tariq explained his experience with suffering from some kids and adults in the public park. He described his experience in the following way:

> There is a public park that has a playground designed for kids with disabilities. My son loves to play on the trampoline for children with special needs. Several times I went there and I found kids without disabilities were jumping on the special needs trampoline. I wish parents would teach their children that this type of playground is intended for kids with disabilities. I remember I talked one time with a father of a child without disability who was jumping on the trampoline, and I told him this trampoline is only for kids with disabilities. He responded that my son started to jump since there was no one else using it. I realized that both parents and kids in the community need to be educated how to respect the facilities that are designed for those with disabilities.

Ali indicated that he and his wife do not go to many social gatherings because of the way that some people talk about and treat their son. He stated, "My wife and I used to enjoy going to social gatherings and talking with people. But recently we realized that some people had difficulty dealing with my son. Therefore, we are not comfortable going to social gatherings with my son."

For regulatory support, some agreed to hold teachers and schools accountable in order to improve their instruction and services. Salih mentioned that the Department of Special Education should evaluate the teacher's progress and seek parents' feedback about their children's outcomes. He responded in the following way:

> We need a law that holds special education teachers accountable for their work. Teachers have to prove they are making progress during their teaching. With such a law, I believe teachers will do their best in evaluation and instruction, and will seek parents' help to improve the students' skills.

Fahad and Ali mentioned that the pay-raise of special education teachers should be based on their students' progress. For example, Fahad stated, "I think it would help if the salary yearly increase should depend on how the teacher did throughout the school year. The teacher should be evaluated by the superintendent and the school principal." Similarly, Ali noted, "The pay raise of teachers should not be increased if the teachers are not showing that their work positively affect their students' outcomes."

As mentioned in the previous theme (i.e., participants' views about teacher preparation programs and professional development), teachers expressed their need to attend professional development. In addition, teachers insisted on having a teaching assistant to be able to improve the progress of each child in the classroom. For example, Jaber stated, "It is important to have a teaching assistant with me in the classroom so I can be able to monitor all the students' work." Suliman reported, "I cannot handle the class by myself without any external help. I had nine students with different disabilities and spectrums, and it's too much work on me." Naif noted, "I believe that I can do better

if I have another one who can assist me by providing instruction or dividing the class into two groups so each one of us is responsible for one group." Faisal had a specific response. He stated, "I only need a teaching assistant to help me manage the activities. It is too much work to pay attention to all my students and manage the activities and provide instruction." Khalid had a unique response; he described the critical role of a teaching assistant in the following way:

> Teaching assistants are playing a vital role in making the primary teacher effective. I mean they can play a role in building relationships with parents and be in contact with them. They also can build relationships with other school personnel so they might lead the collaboration, but I cannot do all of that by myself.

Finally, Ziayd's response outlined some reasons for having a teaching assistant in the classroom. He noted, "Teaching assistants are important for many reasons, such as working with students who need extra help and time to complete the activity, helping to prepare and plan for the teaching, and taking a group of students and teaching them." He ended his response by saying: "I wish to have a teaching assistant next year."

Summary. In conjunction with the lack of preparation for teachers, comments conveying the lack of support and resources among teachers and parents were common. An overall theme that emerged from participants' comments is the need for support. This is apparent in their perceptions that the challenges encountered by teachers and parents of students with ID have not been taken into consideration by the education system, including educators, policymakers, superintendents, and school personnel.

The Long-Term Outcomes Expected from the Provision of Transition Services

This theme presents data associated with the long-term outcomes expected from the provision of transition services for students ID. The main theme, the frequency, and the examples of coded segments associated with the long-term outcomes expected from the provision transition services are shown in Table 19.

Table 19.

The Long-Term Outcomes Expected from the Provision of Transition Services – Theme 11

		Frequency	
Examples of Coded Segment	Theme that Emerged	Teacher	Parent
As I mentioned at the beginning of our conversation, my son lacks money management skills. Also, we need to monitor my son's nutrition because he likes to eat too much so we are trying to manage his weight. My son will continue living with me. He is not ready to live independently. My son is not ready for any type of employment either repetitive or competitive jobs. It is worrying that my son is not prepared to have a job position in future. I will not be with him forever. I don't know but I think he will be relying on his family in everything.	The Long-Term Outcomes Expected from the Provision of Transition Services	10	31

Examples of Coded Segment	Theme that Emerged	Frequency	
		Teacher	Parent
Based on the current progress, I don't think the student will be able to work or to be independent.			

The final theme alluded to by all parents is the expected long-term outcomes from the transition services provided for students with ID. The views of parents about the expected long-term outcomes were categorized into independent living and employment. For independent living, all parents' responses indicated that the only option for independent living for their children with ID is to continue living with their parents. As mentioned earlier, Salih did not think of any other options for independent living for his son except to stay home with his family. He stated, "I have not thought about it because I believe the only option for him is to stay with me at home and I will take care of him. After I pass away, his brother will continue helping him." Bandar's response indicated that his son is not prepared to be independent. He stated, "As I mentioned at the beginning of our conversation, my son lacks money management skills. Also, we need to monitor my son's nutrition because he likes to eat too much so we are trying to manage his weight." Bandar continued describing his son's skills of home management and safety in the following way:

> My son has an issue in home cleaning such as cleaning his room and bathroom. He sometimes puts his hand on the stove to check if it burns or not. Even though we taught him it is dangerous to do that, he has not mastered this skill.

Sarah provided in-depth insight into the independent living issues when she said, "We have limited options for independent living. There is no group home or living with roommate options, similar to other countries. Based on my son's skills, it is hard for him to live by himself or with anyone, except his parents and siblings." Fahad stated, "My son will continue living with me." Ali noted, "He is not ready to live independently." Similarly, Tariq believed that living with family is the suitable option for his son. He reported, "I believe the best option and [an option that is] convenient for my son is to stay home with us."

Likewise, parents' views were negative about the expected long-term outcome for employment. Every parent had a different reason for why his/her son is not ready to transition to be an employee. Sarah's response indicated that her son lacked job training and was not provided vocational courses. She described the long-term employment outcome for her son in the following way:

> My son is not ready for any type of employment either repetitive or competitive jobs. Even though my son's receptive and expressive language is good, it does not mean he can establish networking or be able to conduct job interviews. These skills need training and training. I heard about some individuals being employed as baggers but I have not seen them.

Ali was explicit about the lack of school preparation for employment. He reported, "This is the first time for me to hear about employment options for people like my son." When asked to provide more details, he responded in the following way:

> As I told you at the beginning, my son's teacher never mentioned the transition to employment after graduation. Transition to employment requires planning and

> preparation and takes time. My son right now is at the end of the school journey. I feel it is difficult to start with him right now. I think it will be hard to find a job.

Salih expressed his concerns about his son's future without constant income. He noted, "It is worrying that my son is not prepared to have a job position in future. I will not be with him forever. So it is important to have a source of ongoing income for him." Fahad mentioned that his son lacked important personal skills that are required for employment. He stated, "There are some personal skills that are very important in order to be able to work such as time management, and personal hygiene. My son lacks these personal and basic skills. It is hard to find a job for him." Bandar had a unique and short response, he mentioned that some employers in Saudi Arabia avoid accepting individuals with ID and they prefer to have employees with mild disabilities. He responding in the following way:

> I saw some groceries and malls only hiring people with learning disabilities or mild autism. But I have not seen any employee with an ID. I heard several times from parents of individuals with ID that they are searching and applying for jobs for their children with ID but they have not found any opportunities available for them. It is frustrating to realize that my son might not have a job in the future.

Similarly, Tariq expressed his concern about the future of his son. He said, "If my son's skills were developed from elementary school, he would be able to hold a job position that does not require high skills. In general, I expected my son to stay home with no work unless a miracle happens."

According to the teachers interviewed, they only focused on teaching basic academic skills (e.g., counting, reading the alphabet, writing first names). However,

teachers never considered providing instruction on skills that help students with ID to be successful in the future as adults, such as employment and independent living skills. Teachers' responses indicated that they did not conceptualize the long-term outcomes from students. For example, when asked about long-term outcomes for the students, Naif stated, "I don't know but I think he will be relying on his family in everything."

Suliman and Faisal avoided answering this question and mentioned that their student's parents can answer this question. Khalid emphasized the importance of some training programs. He responded in the following way:

> If parents do not enroll their students in the programs intended to prepare those students for jobs, the students would not make any progress toward employment … It is very hard for my students to acquire independent and employment skills when they are almost graduating from high school. Parents should search for these programs under the Ministry of Social Affairs.

Jaber's response was explicit. He noted, "Based on the current progress, I don't think the student will be able to work or to be independent." When asked if he thinks the student would not make any progress even if the student got enrolled in a job training program, Jaber replied, "Well, of course the student would make progress and might be able to work. But the question is; where are these programs? I heard about them but I don't see them in the real world." Ziayd commented on this question by saying: "I am not sure what the future holds for him and even for us. But I wish the best for all my students."

Summary. In summary, overall the participants failed to understand the critical role of focusing on long-term outcomes for their child/student. At the same time, there is strong evidence of the participants' having low expectations for their child/student. An

overarching theme that emerged from their comments is a lack of will to promote the development of long-term outcomes and high expectations for students with ID among parents, teachers, and employers in the community.

Overall Summary of Section 4

In summary, the themes within Section 4 describe the participants' perceptions of each child's/student's needs related to three themes: (a) their views about teacher preparation programs and professional development; (b) their views on the support needed to improve the quality of services; and (c) their expected long-term outcomes from the provision of transition services. Across these themes, participants demonstrated their concerns about their own lack of preparation paired with the lack of resources and support available to them to provide transition services. Their lack of preparation to provide transition services resulted in a lack of any transition services being provided for their students with ID. This lack of transition services thus resulted in a lack of evaluating the outcomes of such services. This lack of outcome evaluation data does not align with the participants' perceptions about the importance of transition services and their outcomes, and comparison of those outcomes with research data on improved adult outcomes following transition services (i.e., Cimera, 2018; Eggleton et al., 1999; Garcia-Villamisar et al., 2002). With recognition that many adults with ID exit school unprepared for adult life, the lack of understanding of the importance to develop long-term outcomes for each child/student, even when understanding the importance of transition services overall, is a major concern that appeared throughout the participants' comments.

CHAPTER VI

DISCUSSION

The purpose of this study was to investigate the provision of transition services from school to adult life for secondary students with moderate ID in Saudi Arabia. I conducted semi-structured interviews over 4 months with 12 participants, including six special education teachers and six parents of students with moderate ID. I analyzed transcripts of the semi-structured interviews using the four qualitative data analysis strategies described by Tutty et al. (1996). In addition to Tutty et al.'s strategies, I used MAXQDA software to facilitate the organization of the content of the interview transcripts. I then analyzed the data and coded the content of the transcripts into 12 themes referenced in Chapter V.

In this study I addressed the following three research questions:

1. What are six parents' perspectives about the secondary transition experiences of their children with moderate intellectual disabilities aged 15-22 years in self-contained educational settings in Saudi Arabia, and the long-term outcomes they expect from those services?
2. What are six teachers' perspectives about the secondary transition experiences of their students with moderate intellectual disabilities aged 15-22 years in self-contained educational settings in Saudi Arabia, and the long-term outcomes they expect from those services?

3. How do parents' perspectives about the secondary transition service experiences and expected long-term outcomes provided for their children with moderate intellectual disabilities in self-contained educational settings in Saudi Arabia compare with the perspectives of their children's teachers?

In this chapter, I discuss four major findings related to transition services provided for secondary school students with moderate ID in Saudi Arabia, including (a) lack of pedagogical content knowledge related to the transition from school to adult life (i.e., what they are teaching and how they are teaching that content), (b) lack of services that reflect pedagogical content knowledge related to the transition from school to adult life, (c) insufficient infrastructure, and (d) lack of hope for long-term outcomes (e.g., quality of life). Furthermore, I share the implications of the findings, delineate the limitations of this study, and outline recommendations for future research.

Discussions of Findings

Four themes that are relevant to the purpose of this study emerged from the analysis of the interview transcripts. The first theme I will discuss is the lack of pedagogical content knowledge related to transition services from school to adult life. Specifically, I discuss the importance of understanding the participants' perceptions about the provision of transition services and how those services can affect the content their children/students are taught, the content they learn, and their long-term outcomes. Second, I discuss the lack of services that reflect pedagogical content knowledge related to the students' transition from school to adult life. Third, I address the insufficient infrastructures that exist in the education system to develop and implement services that

reflect pedagogical content knowledge related to transition services from school to adult life. I discuss some barriers that need to be overcome by individuals engaged in the education system (e.g., policymakers, special education superintendents, school administrators, curriculum developers) to improve the transition services provided for students with moderate ID. Fourth, I discuss the participants' lack of hope for positive long-term outcomes (e.g., adult quality of life) and how this lack of hope can impact a child's/student's learning and future life.

Lack of Pedagogical Content Knowledge Related to Transition Services from School to Adult Life

Pedagogical content knowledge is not a new concept in the field of teaching. The concept was established by Shulman (1986), a research scholar in the field of teacher education (Benton-Borghi, 2013). Shulman defined pedagogical content knowledge as:

> … The most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations — in a word, the most useful ways of representing and formulating the subject that make it comprehensible to others. … Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons. (p. 7)

As mentioned in the above definition, pedagogical content knowledge requires teachers to interpret and transform subject knowledge to facilitate and encourage student learning. According to Ball et al. (2008), pedagogical content knowledge is a combination of pedagogical knowledge (i.e., what teachers know about teaching strategies and classroom organization) and subject knowledge (i.e., what teachers know about what they teach).

Through analysis of the interview transcripts, two sub-findings emerged concerning the lack of pedagogical content knowledge related to the transition from school to adult life: (a) teachers' lack of pedagogical content knowledge, and (b) parents' lack of pedagogical content knowledge.

Teachers' Lack of Pedagogical Content Knowledge

Two sub-findings that are relevant emerged from the transcripts. The first sub-finding is that teachers demonstrated a limited knowledge of pedagogical content knowledge in transition services for students with moderate ID. Second, teachers' responses indicated a lack of instruction on pedagogical content knowledge related to transition services during their teacher preparation programs. Related to the first finding, lack of knowledge was described as a lack of subject-related knowledge and the structure to organize this knowledge (Grossman et al., 1989). The link between the teacher's content knowledge and student outcomes has been recognized for a few decades (Tobin & Garnett, 1988). Tobin and Garnett (1988) emphasized the prominence that teachers' content knowledge plays in student learning, seeing it as having a vital role in students' understanding of the content being taught. Similarly, a growing body of research asserts that teachers must have content knowledge to successfully work with students with disabilities (Attood, 2007; Hattie, 2008; Reutzel et al., 2011).

In this study, the teachers' lack of demonstration of pedagogical content knowledge in transition services was a major finding. In general, the teachers failed to define and explain the meaning of transition services. A few of the teachers narrowed the concept of transition services to comprise only employment or/and independent living. It

is worrisome that the majority of teachers indicated that transition services was a new concept for them; that they had not heard of transition services for any student, including those with moderate ID. Given this, it is not surprising that teachers did not have knowledge of either the key concepts related to transition services or evidence-based practices (EBPs) identified within transition services.

For example, teachers were not able to define or explain key concepts such as self-determination, self-awareness, self-advocacy, and community living experience. As indicated by several studies (i.e., Alfaro et al., 2015; Buchmann, 1983; Hashweh, 1987), teachers who lacked such content knowledge were found to have more misconceptions and misunderstandings about relevant student goals related to their transition to adult life, or less structure in their lesson plans to meet those student goals. The findings of this study are consistent with these earlier findings, with teachers neither defining nor providing clear explanations of the key concepts related to services to assist in students' transition to adult life; rather, teaches tried to describe key concepts by providing either generic or inaccurate information by excerpting answers from content of the interview questions or from the interview process itself (e.g., information provided when they were approached about being interviewed).

Moreover, teachers' responses indicated an obvious lack of knowledge about their student's IEP. It is more concerning, however, that the teachers underestimated the importance of their student's IEP. This, in turn, entailed the following consequences: (a) neglect of each student's educational needs; (b) disregard for the outline of related services and support for student as stated on their IEP, as well as how often those services

and supports should be provided; and (c) avoidance of the development of specific, measurable short- and long-term goals to meet all of the needs for each student. Given this, it is clear that teachers made little or no effort to improve the quality of life for their students. Throughout the analysis of the interview transcripts, I found no evidence of services focused on improving the independence, social participation, and well-being of students with moderate ID.

When describing the reasons for having a lack of knowledge about transition services for students with moderate ID, teachers focused on their lack of preparation. Specifically, they stated that their teacher preparation programs did not provide instruction on pedagogical content knowledge related to transition services. Through the analysis of the interview transcripts, most teachers indicated that topics including transition services and EBPs were not taught during their teacher preparation programs. Therefore, there is a high demand from teachers for professional development (e.g., workshops, conferences) related to meeting the needs of students who are transitioning from school to adult life and related key concepts to improve their pedagogical content knowledge about transition and transition services. The findings of this study are consistent with Alnahdi (2013). Alnahadi noted that special education teachers reported that they are unprepared to provide transition services from school to adult life for students with ID due to the absence of transition services courses during their teacher preparation programs.

Parents' Lack of Pedagogical Content Knowledge

After recognizing the significant lack of pedagogical knowledge among the participating teachers, it is not surprising to find that most participating parents had no knowledge about either services to support a student's transition from school to adult life, key concepts related to transition services, or transition EBPs. What is surprising is that the two parents with international special education experience did demonstrate a solid knowledge about all three of these areas (i.e., transition services from school to adult life, key concepts related to transition services, and transition EBPs). The main reason these two parents had this knowledge was the attendance of their children with moderate ID in special education services during their middle school years in two different countries where attention has been focused on the provision of transition services for students with disabilities, including those with ID. Although these two parents had knowledge about transition services from school to adult life, they discussed their struggle to maintain and/or improve their child's progress in life aspects (e.g., physical, social, emotional, academic) due to the lack of students' transition services provided in Saudi Arabia. In the following section, I discuss the lack of provision of services to prepare students for their transition from school to adult life in Saudi Arabia.

Throughout the data analysis, it was obvious that the two parents with international special education experience are anomaly- that they had more information about transition services and took active roles in their children IEP's because they had experienced special education services while their children were in the middle school in another country. Furthermore, those two developed countries had strong transition

services for students with ID. Therefore, the responses of these two parents with international special education give indications that there was collaboration between them and their child's teachers. As a result, these two parents demonstrated their solid knowledge about transition services and IEP components, and familiarity with key concepts and evidence-based practices identified within transition services. In addition, these two parents showed their knowledge about their child's abilities, interests, weaknesses, and strengths.

There were two factors that contributed to the lack of pedagogical content knowledge for the participating parents. First, the poor parent-teacher relationship was described as a noticeable factor among all the participating parents. It is clear that teachers were not introduced to the foundational concept of building positive parent-teacher relationships during their teacher preparation programs. Parents' responses indicated that they were neither contacted by teachers nor provided any update about their child's progress throughout the academic year, except at the end of each semester when the teachers sent home a student report. Although relevant international studies have assured that teachers play a major role in persuading parents to become involved and active in their children's education (Dauber & Epstein, 1993; Green et al., 2007), the participating teachers in Saudi Arabia did not see it as their responsibility to interact with parents and develop services they requested; rather, they considered it the parents' responsibility to find the services they wanted in schools where that type of service already existed.

It is clear that teachers lack understanding of the importance of parental involvement in their child's education and how it positively contributes to their students' success in school (Tran, 2014). Indeed, several studies have documented the negative impact of poor communication between parents of children with ID and their teachers on students' learning outcomes, specifically in relation to transition services (Griffin et al., 2010; Lehmann et al., 1999). Griffin et al. (2010) found that parents of children with ID perceived that teachers did not provide opportunities and training to prepare their children for post-secondary education, and this could be due to the lack of information teachers have in regard to post-secondary education options for students with ID. Their findings are consistent with findings for this study; that is, parents reported that teachers did not have knowledge about transition services, including post-secondary education options, and did not provide assistance and resources in relation to transition.

A second factor that contributed to the lack of pedagogical content knowledge for four of the participating parents is the lack of training opportunities related to pedagogical content knowledge. Through the interview process, it was evident that parents struggled with the insufficient information they had about transition services from school to adult life. This, in turn, led them to encounter difficulties in receiving transition services from school to adult life for their children, and their ability to advocate for transition services. Parents need professional development opportunities (e.g., courses, workshops, seminars) that assist them in building knowledge which would lead to confidence in advocating for appropriate special education services, including transition services, for their children with moderate ID.

Thus, both parents and teachers need professional development to update their pedagogical content knowledge regarding special education services, including transition services from school to adult life. Additionally, teachers must understand the prominence of building a relationship with parents and develop skills to establish positive relationships with them.

Lack of Services that Reflect Pedagogical Content Knowledge Related to Transition from School to Adult Life

Unfortunately, transition services from school to adult life for students with moderate ID in Saudi Arabia are lagging behind services provided in other countries that more closely reflect evidence-based practices. Throughout the analysis of the interview transcripts, the lack of opportunities for students with moderate ID to access post-school experiences is evident. Participants' responses did not reflect the inclusion of a transition plan in children's/students' IEPs, which means children/students did not have postsecondary goals or transition services covered in the IEP. Specifically, students were neither introduced to vocational training, postsecondary education, employment, or independent living options, nor exposed to services such as instruction in the community, accommodations or modifications for use during instruction, and instruction on independent living skills, to name just a few. While teachers showed their lack of understanding of the importance of transition service overall, they acknowledged that they felt unprepared to provide transition services for students with moderate ID. They also indicated there was a lack of transition services provided to students with moderate ID due to lack of resources, lack of teaching assistants, and lack of students' having

prerequisite skills. Given the previous findings, it is worth mentioning that several studies found that there is a connection between teachers' instructional efforts and learning and behavioral outcomes for students with disabilities (Cook & Cameron, 2010; Jordan et al., 1997; Ruble et al., 2011). Teachers should understand the importance of their instructional strategies and practices, as well as the impact of instructional strategies and practices on students' progress.

When teachers described their teaching strategies and content for their students with moderate ID, they described that the content being taught and the schedules of instructional activities for their students with moderate ID were the same day to day, week to week, and year after year; that is, students with moderate ID in 10th grade were learning the same content as the students with moderate ID in 1st grade, using the same routinized instruction. Specifically, teachers concentrated mainly on teaching basic academic skills, but at a student's developmental level, including but not limited to counting numbers 1-10, writing first names, and alphabet letters. It is stunning to hear that 10th grade and 1st grade students were being taught the same content. This issue leads to the question of why the 10th graders and the 1st graders were learning the same content. It might be a combination of various factors that have led special education teachers to not provide an age-appropriate curriculum and services for their students with moderate ID. First, special education teachers' attitudes toward the ability of students to learn might be negative and, therefore, they believe the students would not learn age-appropriate content. Second, the curriculum they are using might be the only curriculum

that they were given. Either of these would result in teachers using the same curriculum over and over, year after year, regardless of their students' ages and grade levels.

Not providing an age-appropriate curriculum (e.g., lessons, assignments, activities, materials) for students with moderate ID could result in neglecting to use, as well as improve, students' skills and abilities which could assist the students as they plan and prepare for adult life after graduation. Therefore, whether teachers develop their own curriculum or they are given an age-appropriate curriculum to use, it is essential that they ensure that they plan instructional content in a way that assists students to meet their learning needs and achieve their long-term goals.

When asked why they focused repeatedly on the same basic academic skills instead of preparing students for adult life after school, teachers mentioned that they are not ready to provide transition services. This finding is consistent with the findings of Alnahdi (2013) in which there were no statistically significant differences in special education teachers' attitudes toward transition services based on school level (i.e., elementary, middle, secondary). Because special education teachers in Saudi Arabia are taught to provide special education services for all school levels that reflect the same content and instructional practices, it was not surprising that Alnahdi found no significant difference between elementary, middle, and secondary teachers in delivering special education services. It is understandable, therefore, that in the current study some participating parents were exhausted from teaching their children with moderate ID the same basic content (e.g., count numbers) year after year.

Unfortunately, teaching secondary students with moderate ID the same content over and over has been one of the main factors contributing to limiting or not providing the necessary and appropriate needed transition services. Based on the participants' responses in the previous chapter, it was clear that teachers were not prepared to plan or deliver instructions in relation to transition services from school to adult life. The results of this study are consistent with previous similar studies (i.e., Benitez, et al., 2009) when they concluded that secondary special education teachers' lack of preparation prevented them from using effective transition practices. As a result, unprepared secondary special education teachers are contributing to the poor outcomes of tarnation from school to adult life for their students with moderate ID. There is a dire need to restructure curricula in teacher preparation programs, as described in the next section of this chapter.

Lack of appropriate transition services from school to adult life for students with moderate ID is a major concern for their parents. Teachers need to understand when and how to provide instruction on skills needed by their students. Teachers of students with moderate ID should consider two critical questions before teaching any skill; first, is the main goal of teaching a certain skill to learn it as an academic skill or a functional life skill? For example, do we need them to learn numbers as math or as a skill needed to function in life, like counting money and making changes when teaching numbers to students? Second, do we need to teach students the entire learning process so they complete a task in the same way as students without disabilities, or can we teach them how to get to the desired or needed outcome with fewer or different steps? For example, when teaching students counting money, is it meaningful to use coins and bills and

pretending to make a purchase, or more meaningful to use bank cards (e.g., credit and debit cards) since we are in the era of wide use of bank cards instead of cash. Having answers for these two questions assist, at least partially, to identify the knowledge and skills students with moderate ID need to attain to participate in life. In addition to identifying the knowledge and skills, these questions can assist teachers in conveying knowledge through their instruction.

In general, not attending to the development and use of a meaningful IEP contributes in part to the lack of services provided for a student with moderate ID who is transitioning from school to adult life. However, since there is little to no concentration on the development and use of the IEP in Saudi Arabia, students with moderate ID most likely will continue to struggle and make no progress in school. Teachers must understand that properly developing and implementing IEPs leads to improved student outcomes. The IEP should be understood as a blueprint that lays out the special education services, related services, annual goals, measurement and reporting of progress, and accommodations/modifications for use during instruction.

Insufficient Infrastructure

Every child with moderate ID deserves a high quality of education to have a successful adult life and participate in their community, including the further development of the community itself. It is crucial to create an effective special education infrastructure (e.g., policies, administration, funding, resources, transportation, accessible facilities, instructional and therapeutic services) that improves outcomes for each student with moderate ID. From the participants' responses, it is evident that they perceive an

insufficient special education infrastructure, including but not limited to insufficient policies, resources, teacher preparation programs, and parent support and advocacy. Even though Saudi Arabia has had a public law that protects the rights of individuals with disabilities since 2000 (i.e., the Disability Code, 2000), the findings from this study indicate that this law is not being enforced, resulting in the lack of appropriate services for students with ID. Participants explained that their children/students with moderate ID were not provided opportunities to access postsecondary education, employment, and independent living options and services. It is surprising and discomforting that participants were not even aware of such options and services for their children/students with moderate ID, as well as not discussing the need for such options and services to prepare their children/students for adult life.

It is important for people in the Saudi education system to wake up and encounter the above issues and challenges related to special education services, specifically services for the transition from school to adult life. The Disability Code (2000) law should hold special education teachers accountable for the student outcomes resulting from their teaching. Special education teachers should use the IEP process and document properly and consider transition services plans for their students with moderate ID. Also, the Disability Code should give parents or legal guardians of individuals with ID the right to be actively involved in their children's education. "Actively involved" means that the law should require training courses that assist parents of children with moderate ID to understand their children's IEP; navigate the available support, resources, and services; and learn how to advocate for their children with ID.

Special education teachers should understand the main role of their job as teachers. Specifically, for those who are teaching secondary students with moderate ID, the teachers need to prepare their students for adult life, including employment, further education, and adult living. The findings of this study showed that parents were frustrated about their children's performance and educational outcomes. The poor instruction and services provided led one parent to describe the school as "daycare for kids" and to describe the teacher's main role as watching the students play until the end of the school day. This reflects a lack of professionalism from school and it is not acceptable.

The participants' perceptions about the existing teacher preparation programs are important indicators that their quality must improve. Teacher preparation programs should consider teachers' and parents' feedback and ensure that future teachers are prepared to convey appropriate instruction for students with moderate ID; future teachers designated to teach secondary-aged students with moderate ID must be ready to provide appropriate transition services to their students to meet their needs related to adult life. During the interview process, participants' concerns about teacher preparation and qualifications were obvious. Although participants showed agreement about the importance of providing appropriate transition services in determining student success, all the participants agreed about the poor quality of teacher preparation programs from which the participating teachers graduated.

Out of 29 public universities, 17 universities offer teacher preparation programs for special education (Alqahtani, 2020). These teacher preparation programs provide general courses related to a wide range of topics, including but not limited to, Arabic

language, Islamic books, and curriculum and teaching methods during the first and second years (Alqahtani). In the following 3 semesters, pre-services teachers select one of the disability categories to focus on and take courses focused on the selected disability. Next, in the last semester, pre-service teachers take an internship in a public site that provides services for the selected disability (e.g., public schools, special education institutes). Based on my surface knowledge (e.g., browsing the websites of these teacher preparation programs), these teacher preparation programs share the same program structure including: type of topics covered in their courses and internships hours. The only thing that distinguishes these teacher preparation programs from each other is the qualification of these programs' faculty members, as some programs have faculty members who graduated from western universities while others have faculty members who graduated from Arabian countries.

It is worth mentioning that one teacher preparation program recently has made changes in its special education teacher preparation program. Prince Sattam bin Abdulaziz University established a new master pathway for transition services. These pathways are designed for bachelor's degree special education students interested in developing and increasing their academic skills in transition services from school to adult life. This, in turn, could lead to better support for students with disabilities, including but not limited to those with moderate ID, to be ready for the workforce, postsecondary education and community living. I suggest this pathway to get a master focusing on transition services in order to prepare those teachers to be experts in transition and this, in turn, lead to potential positive outcomes. These outcomes include, but not limited to,

preservice teachers will be taught how to: (a) apply effective transition programs within an educational setting, and (b) apply evidence-based practices identified within transition services. Preservices teachers are expected to use the effective evidence-based practices with students with moderate ID in order to maximize their success in adult life. These evidence-based practices in secondary transition from school to adult life for students with disabilities were presented by (Morningstar & Mazzotti, 2014). These transition practices are grouped in five taxonomy categories including: student development, program structure, student-focused planning, family involvement, and interagency collaboration. See Table 4 in Chapter II.

I suggest that teacher preparation programs restructure their curricula whether for undergraduate or postgraduate programs to provide more in-depth content and field experience for their preservice teachers. Preservice teachers should be exposed to introduction to special education in order to explore the field and get an idea about the types of disabilities (e.g., ID, learning disability, autism spectrum disorder) as well as the range of disabilities from mild to profound. In addition, preservice teachers should be taught with details about IEP and assessment and how to implement them with their students. In terms of special education law, preservice should be introduced to special education laws and regulations that assist teachers to improve their students' outcomes. It is also worth exposing preservice teachers to international laws and regulations related to special education (e.g., IDEA, 2004; NCLB, 2001; ESSA, 2015; ADA, 1990). It is essential for preservice teachers to know how the rights of students/ individuals with

disabilities and their families are preserved in other developed countries such as the United States.

Additionally, preservice teachers should take courses related to behavioral disorders in children and the effective strategies suggested to address those behavioral issues. Further, preservice teachers should be taught specific teaching strategies to teach tasks for students with disabilities, specifically those approved as evidence-based practices. For preservice teacher internship, the internship experience should be aligned with the core value of the teacher preparation program, including but not limited to, evidence-based practices and collaboration so that, in turn, could assist teachers to apply their knowledge and skills in the classroom. As mentioned earlier, teacher preparation programs in Saudi Arabia provided internships for preservice teachers only in the last semester of the program which is not sufficient for preservice teachers to apply what they learn in the real world. Therefore, it is recommended to increase the internship experience and divide it to three semesters, similar to what is being done in some of the United States' universities such as the University of North Carolina at Greensboro.

Since we are in the era of providing the least restrictive environment for students with disabilities and educating them in the general education stings, it is crucial to expose general teachers to those teacher preparation programs designed for special education. For transition services pathway, and in addition to what mentioned above, I suggest teacher preparation programs to ensure that their curricula cover the vocational outcomes, transition to employment, transition to postsecondary education, community and

recreation activities, self-determination, independent living, and address other issues related to transition to adult life such as life planning.

The provision of transition services with or without inclusive education should include several characteristics consisted with current international research. These should include, but not limited to, creating environments that encourage students with ID to be successful and meet their long-term goals, designing and modifying curriculum to be appropriate for students with ID, providing consultation to the students with ID and their families, using both individualized and group instructions, and providing appropriate accommodations, to name just a few.

Insufficient infrastructure is a crucial factor that should be taken into account to improve the quality of transition services for students with moderate ID in Saudi Arabia. In this study, participants indicated there is an insufficient infrastructure, including but not limited to, policies, resources, teacher preparation programs, and parent support and advocacy. This insufficient infrastructure would prevent students with moderate ID from having equal access to appropriate education and transition services, unless it is addressed.

Lack of Hope for Long-Term Outcomes

Throughout the analysis of the interview transcript, there is strong evidence that the participants have very low expectations for their children/students. None of the participants mentioned goals related to employment, postsecondary education, and/or independent living. It is clear that participants failed to understand the critical role of identifying long-term outcomes they desire for their children/students with moderate ID.

Teachers should understand the importance of identifying long-term outcomes they desire for their students and knowing that these desired long-term outcomes will impact their achievement. The prominence of having long-term goals and high expectations for students with mild and severe disabilities has been discussed in several studies (e.g., Miller & Kelley, 1994; Rubie-Davies et al., 2006; Shilts et al., 2004; Weinstein, 2002). Collectively these concluded there is a positive relationship between the long-term goals and expectations set by teachers and the students' behaviors and outcomes. One of the pillars of the IEP is to create measurable goals and objectives and, therefore, teachers should know how to use the IEP effectively, as mentioned previously.

Although extant studies provide evidence of the impact of long-term goals and high expectations on the outcomes achieved by all students with disabilities, few studies found differential expectations for students' outcomes from teachers based on the types of disabilities their students manifested. For example, Cook (2001) and Cook and Semmel (2000) found that teachers' long-term goals and expectations differ based on a student's disability severity. Teachers set typical expectations if a student had mild disabilities, while they adjust the expectations if the student had a severe disability. These findings are different from this study. During the interview analysis, lack of knowledge about the importance of developing long-term goals with high expectations for students with ID is well-documented as a common perception of both parents and teachers. This lack of measurable long-term goals with high expectations for students with moderate ID is a major concern. Without goals and high expectations, there is no way to measure a student's growth, success, and achievement.

Implications of the Study

Taken together, findings of this study have several implications for multiple sets of stakeholders and organizations. First, teachers' lack of knowledge and understanding of transition services overall, key concepts that make up transition services, and specific evidence-based practices that reflect those concepts are a major concern that needs to be addressed by teachers themselves, teacher preparation programs, school system administrators, and transition services providers. Specifically, teachers should expand their knowledge about transition services by attending professional development that is related to transition services (e.g., courses, seminars, workshops).Teacher preparation programs should successfully prepare their students by delivering evidence-based transition planning services for students with ID. School system administrators should play an important role in coordination of transition services by, among other things, providing resources needed for transition services. Transition services providers should deliver the services that support the transition of students with moderate ID from school to adult life.

Second, parents' lack of knowledge and understanding of transition services overall and key concepts that were identified within transition services is another major concern that needs to be addressed by parents themselves, teachers, school system administrators, and transition services providers. Parents of children with moderate ID should increase their knowledge about transition services by attending training courses that focus on transition services. Teachers should build positive relationships with parents as well as provide transition services information and resources for parents. School

system administrators should coordinate communication between teachers and parents and provide training courses related to transition services for parents. Transition services providers should assist parents in determining the way transition services should be delivered to their children with moderate ID.

Third, given that parents and teachers reported poor communication, there is a need for significant need for more effective and positive communication. Building positive communication with parents is one of the first steps that teachers should consider in an attempt to build trust and work together with parents. This, in turn, contributes to the potential to improve their child's outcomes. Therefore, it is crucial that teachers and school system administrators encourage parental involvement in their children' education.

Fourth, knowing that both parents and teachers lacked a vision of desired long-term outcomes and high expectations for their child/student, it becomes necessary for parents and teachers to have post-school aligned expectations for their child/student and work together toward the long-term goals. Post-school expectations should be discussed by the IEP team during an IEP meeting, specifically when the team plans to discuss transition services. Fifth, closely related to the fourth, this study explored a wide range of issues regarding the use and understanding of the importance of student's IEP. Therefore, it is essential those issues need to be addressed by teachers. Teachers should understand the IEP process and their roles in delivering instruction to those students who have IEPs. Sixth, teachers should understand that they are one of the primary factors that influenced

students' outcomes. It is important to use successful strategies for teaching students with moderate ID in an attempt to improve their outcomes.

Seventh, it is important to provide transition service needs for secondary students with moderate ID at the age of 16 or prior in an attempt to improve their postschool outcomes. These transition services needs could take the form of coursework that lasts for a period of time in order to achieve a set of planned goals that are created to assist students with moderate ID for adult life transition. These goals should be related to the determined domains stated by IDEA, including: instruction, related services, community experiences, the development of employment and other postschool adult living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation (IDEA, 2004).

To conclude, this study provides additional sources of information for understanding the transition services experiences that students with moderate ID have been through with an emphasis on accentuating actions that need to be taken to improve the provision of transition services from school to adult life. This study also raised the voice of parents regarding the provision of transition of services for their children with moderate ID and, therefore, it is important to consider their perceptions and feedback in order to provide meaningful support for their children's education and development.

Recommendations for Future Research

Children/students with moderate ID encounter some challenges and barriers that are related to transition services from school to adult life. It is, however, important to understand that there is dire need to address these challenges and barriers in an attempt to

assist students with moderate ID to receive effective transition services. Indeed, this qualitative study is the first study that used interviews to investigate the perceptions of parents and teachers in Saudi Arabia regarding the provision of transition services to their child/student with moderate ID. More research is needed to sharpen our understanding of the state of transition services provided to students with moderate ID, and the following are some recommendations for future research.

First, this study gained insights from only teachers and parents and, therefore, future research should consider investigating the perceptions of other school personnel (e.g., general teachers, school principals, school psychologists, special education superintendents, or speech and language therapists) and the students themselves. Second, closely related to the first recommendation, it is suggested that similar future studies can be replicated using a larger number of participants from multiple schools and regions so that, in turn, could increase generalizability. Third, further research is needed concerning the particular type of professional preparation that teachers of secondary students with moderate ID require, as well as what preparation is available to them. It is important to investigate the curricula and preparation they receive regarding the provision of evidence-based transition services. Related to the third recommendation, additional research needed to examine curriculum and provided instructions to preservice special education teachers. It is important to investigate the nature of the content provided to preservice special education teachers in the existing teacher preparation programs.

Fourth, further research also is needed focusing on the lack of parent support or advocacy preparation on pedagogical content knowledge in relation to transition from

school to adult life, and providing suggestions on how parents can build their knowledge and confidence to advocate for evidence-based practices for their children with moderate ID. Fifth, prior to increasing facilities and making infrastructure improvements, a replication of this study should be done with more attention on understanding the current infrastructure of special education. In addition, research should involve sampling from different stakeholders (e.g., policy makers, administrators, special education superintendents, parents of children with ID, special education teachers, special education educators). Sixth, additional research is recommended to understand factors impacting post school outcomes for secondary students with moderate ID.

Seventh, further research needs to be conducted with an emphasis on the use of the IEP, and teachers' skills for planning, delivering instruction, mentoring their students, and managing students in their class. Because of the above undesirable transition outcomes from school to adult life, policy makers should pay greater attention to the preparation of students with moderate ID for life after school. Similar to IDEA (2004), policy makers should officially define "transition services" and mandated the activities promoting the activities assisting the transition from school to adult life and explicitly stated in the IEP for each student with moderate ID by the age of 16 years old (Cimera et al., 2014). It is crucial to figure out what students with moderate ID want to do after high school and how to get there as early as they can, whether these goals are for employment or postsecondary education. Students with moderate ID need sufficient time to improve the postschool outcomes and make them ready for either employment, college, or independence.

Eight, due to existing cultural constraints, this study focused only on male students with moderate ID. Future studies should be conducted on the provision of transition services for female students with moderate ID in Saudi Arabia. In addition, further studies needed to compare the state of provision of transition services between male and female secondary students with ID in Saudi Arabia.

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APPENDIX A.

TEACHERS' INTERVIEW QUESTIONS

Please describe the students with ID that you teach, what you are teaching them, and what their services look like. (Beginning question)

a) Description of students with ID

b) Instruction

c) Support (e.g., accommodations, modification)

1) Concepts Overall Educational Program

a) Based on your knowledge, please describe any transition services provided for students with ID.

   i) Definition

   ii) Types of transition services

   iii) Adult service providers /collaborators

b) Describe the following concepts:

   i) Life skills (e.g., self-advocacy, self-determination, self-confidence, self-awareness, decision-making, problem-solving, self-direction, interpersonal skills, personal skills)

   ii) Career preparation (e.g., work tolerance, vocational education (e.g., learn about career, how to get and keep job).

   iii) Community participation

iv) Community living experience (e.g., how to use grocery store, bank, paying for food, getting health care)

v) Related services (e.g., how to use transportation, career counseling, assistive technology, health services)

c) What do you know about secondary transition evidence-based practice that are related those concepts? (Knowledge, pre-services coursework and internships, professional development (e.g., conferences, workshops)

2) Students' needs related to these concepts

d) How do you develop plans for helping your students with ID transition to adult life? (how to identify strengths and interests)

e) How and when do you assess the progress of your students in skills that relate to a transition area? (evaluation strategies and knowledge).

3) Services to meet students' needs

f) Describe the type of transition services you provide for your students with ID? (e.g., educational, vocational, employment, community living)

(What do these services look like? describe what happen and provides some examples).

g) Describe the people with whom you interact/ have interacted to benefit your students with ID. (e.g., collaboration with teachers, specialist, parents). What do those interactions look like?

h) What do you do to encourage your students' parents to be involved in their child's transition services?

4) The quality of services—what works and not work, what could be better

i) What is your perception about the quality of transition services you and your school have provided/are providing for your students with ID? What parts of your transition services have worked/ are working very well—and what makes you think that? (How do you know?)

j) What would you do to improve the quality of transition services for your students with ID?

k) What support do you need to improve the quality of transition services for your students with ID? (rules, policies, funding, teacher preparation program)

l) What is your perception about students with ID receiving educational services in general education classes, with general education students who do not have disabilities?

(inclusive education)

m) What concerns do you have for the future of your students with ID?

APPENDIX B.

PARENTS' INTERVIEW QUESTIONS

Tell me a little about your family/child with ID. (opening question)

1) **Concepts and Overall Educational Program**

a) Based on your knowledge, please describe any transition services provided for students with ID.

   i) Definition

   ii) types of transition services

   iii) adult service providers /collaborators

b) Describe the following concepts:

   i) Life skills (e.g., self-advocacy, self-determination, self-confidence, self-awareness, decision-making, problem-solving, self-direction, interpersonal skills, personal skills)

   ii) Career preparation (e.g., work tolerance, vocational education (e.g., learn about career, how to get and keep job).

   iii) Community participation

   iv) Community living experience (e.g., how to use grocery store, bank, paying for food, getting health care)

   v) Related services (e.g., how to use transportation, career counseling, assistive technology, health services)

c) Describe how the educational program addresses these concepts in their program for their students with ID?

2) Students' needs related to these concepts

d) Tell me about your child's IEP. (content?; process?; your role?)

(how to identify strengths and interests)

e) How and when has your child been assessed to check his progress in the skills that relate to a transition area? (assessment strategies used in school)

3) Services to meet students' needs

f) Describe the type of transition services provided for your child with ID and how they address the concepts we have discussed? (e.g., educational, vocational, employment, community living)

(What do these services look like? describe what happen and provides some examples).

g) To what extent are you involved in your child's transition services?

4) The quality of services--what works and not work, what could be better

h) What is your perception about the quality of transition services your child with ID has received/ is receiving is in school? What parts of the transition services have worked/ are working very well—and what makes you think that? (How do you know?)

i) Which part of transition services provided to your child need to be improved?

j) What support do you think you and your child need to improve the quality of transition services? (rules, policies, funding, teacher preparation program)

k) What is your perception about students with ID receiving educational services in general education classes, with general education students who do not have disabilities? (inclusive education)

l) What concerns do you have for your child's future?

أسئلة المقابلة للمعلمين/ وأولياء الأمور

*سؤال تحضيري ومقدمة

1- صف لي طلابك من ذوي الإعاقة الفكرية؟ ما هو المحتوى الذي يتعلمونه؟ ما هي الخدمات المقدمة لهم؟

٢- بناءً على معلوماتك، صف لي الخدمات الانتقالية الخاصة بالطلاب ذوي الإعاقة الفكرية؟(التعريف وأنواع الخدمات و الاعتبارات اللازمة في تقديم الخدمات)

٣- ماذا تعرف عن المفاهيم التالية:

(ا) المهارات الحياتية

(ب)الإعداد للوظيفة

(ت) المشاركة المجتمعية

(ث) تجارب المعيشة الحياتية

(ج) الخدمات الثانوية (استخدام المواصلات العام والتقنية التعليمية)

٤- ماذا تعرف عن الأدلة المبنية على البراهين الخاصة بالخدمات الانتقالية لذوي الإعاقة الفكرية؟

٥- كيف تصمم الخطط الفردية للخدمات الانتقالية لذوي الإعاقة الفكرية؟

٦- كيف تقيم مستوى أداء الطلاب من ذوي الإعاقة الفكرية في الجوانب الخاصة للخدمات الانتقالية؟

٧- صف الأشخاص والممارسين الذين تتعاون معهم لتقديم الخدمات الانتقالية لذوي الإعاقة الفكرية؟

٨- كيف تساعد أولياء الأمور في التعاون معك في تقديم الخدمات الانتقالية لذوي الإعاقة الفكرية؟

٩- ما هو رأيك في جودة الخدمات المقدمة لذوي الإعاقة الفكرية؟ وكيف نطور منها؟

١٠- هل هناك قلق يخص مستقبل الطلاب من ذوي الإعاقة الفكرية؟

Initial Email to Get Consent to Participate in this Study to Fathers of Students with Moderate Intellectual Disabilities

Dear Teacher,

I am Mohammed Alshuayl, a doctorate candidate in Specialized Education Services in the School of Education at University of North Carolina at Greensboro. I am completing a Ph.D. dissertation project that focuses on the transition services from school to adult life for secondary students with intellectual disabilities in Saudi Arabia. The ultimate objective of this study is to describe the provision of transition services for students with moderate with ID and that, in turn, might lead to the development of recommendations to assist in providing appropriate and effective transition services for those students. This participation, therefore, might greatly improve the quality of transition services provided to students with ID by local school districts and agencies working with adolescents and adults with moderate ID who are transitioning from school to the community.

I will use a semi-structured interview to gather information from teachers and fathers. The interview estimated to last 60-90 minutes. Participation is voluntary and that no names will be used to identify those who elect to participate in this study. This research project was approved by the IRB (Institutional Review Board) at University of North Carolina at Greensboro and the results will be used for educational purposes only. Interview questions for teachers and fathers consist of four sections. These four sections focus on: (1) concepts and the student's overall education program; (2) each students' needs related to these concepts; (3) the services to meet the students' needs; (4) the quality of services provided for the students with ID.

With your permission, I would like to ask that you check with fathers the identified students with ID who met the inclusion criteria of this study and see if they are interested to be part of this study. Please, provide fathers who are willing to participate with my contact information to explain further about this study and get their signatures.

Thank you for your assistance,

Mohammed Alshuayl
msalshua@uncg.edu
+13369122221

السلام عليكم ورحمة الله وبركاته
عزيزي الأستاذ/

أنا محمد بن سعد الشعيل- طالب دكتوراه في تخصص التربية الخاصة في جامعة نورث كارولينا بقرينزبورو- وأعمل حالياً على إنجاز البحث العلمي الخاص بدرجة الدكتوراه الذي يركز على خدمات البرامج الإنتقالية لمرحلة ما بعد المدرسة لطلاب الثانوي من ذوي الإعاقة الفكرية في المملكة العربية السعودية. الهدف الرئيسي لهذ ا البحث هو وصف نوعية وجودة خدمات البرامج الإنتقالية المقدمة للطلاب من ذوي الإعاقة الفكرية المتوسطة الذي من شأنه يهدف إلى كتابة مجموعة توصيات تساعد على على تقديم خدمات انتقالية مناسبة وفعالة لهذه الفئة. فالمشاركة في هذا البحث يعود بالنفع الكبير على خدمات البرامج الانتقالية المقدمة على لذوي الإعاقة الفكرية سواء كانت من المدراس أو مراكز الإعاقة التي تعمل على تهئة هؤلاء الفئة للإندماج في المجتمع.

الأداة البحثية المستخدمة هي المقابلة ومع العلم وولي الأمر وقد تستغرق ما بين ٦٠-٩٠ دقيقة للحصول على معلومات شاملة عن خدمات البرامج الانتقالية المقدمة لطلاب الإعاقة الفكرية. مع العلم بأن المشاركة في هذا البحث يكون تطوعياً من غير مقابل ولن تُذكر أسماؤهم في البحث. وأيضا سيعلم أولياء الأمور بأن هذا البحث تمت الموافقة على تطبيقه من المركز الخاص بتطبيق الأبحاث في جامعة نورث كارولينا في قرينزبورو. ونتائج هذه هذه المقابلة والدراسة سوف تستخدم فقط لأغراض تعليمية .

أسئلة المقابلة سوف تتركز على أربعة محاور هي: (١) المفاهيم ذات العلاقة بالخدمات الانتقالية والمستوى العام لخدمات التربية الخاصة؛ (٢) الاحتياجات الخاصة لكل طالب ذات العلاقة بمفاهيم الخدمات الانتقالية؛ (٣) الخدمات المقدمة لتلبية الاحتياجات الخاصة للطلاب؛ (٤) جودة الخدمات المقدمة لطلاب الإعاقة الفكرية .

إذا كان لديك الرغبة في المساعدة، آمل إخباري بذلك.

ولكم مني جزيل الشكر والعرفان

محمد بن سعد الشعيل
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Initial Email Contact with Parents

Dear Parent,

I am Mohammed Alshuayl, a doctorate candidate in Specialized Education Services in the School of Education at University of North Carolina at Greensboro. I am completing a Ph.D. dissertation project that focuses on the transition services from school to adult life for secondary students with intellectual disabilities in Saudi Arabia. With permission from your child's teacher, Teacher's NAME, I am requesting that you participate in this study which is about transition services from school to adult life for secondary students with intellectual disabilities.

Data collection will include interview, estimated to last 60-90 minutes. Your participation might greatly improve the quality of transition services provided to students with ID by local school districts and agencies working with adolescents and adults with moderate ID who are transitioning from school to the community.

Please know that your participation is voluntary and that no names will be used to identify those who elect to participate in this study. This research project was approved by the IRB (Institutional Review Board) at University of North Carolina at Greensboro and the results will be used for educational purposes only.

If you are willing to participate in this study, please check the box below and sign the attached consent return to me.

Thank you for your interest,

CONSENT
I am willing to take part in this study and I have signed below as documentation of consent to be in it.

السلام عليكم ورحمة الله وبركاته
عزيزي ولي الأمر/

أنا محمد بن سعد الشعيل- طالب دكتوراه في تخصص التربية الخاصة في جامعة نورث كارولينا بقرينزبورو- وأعمل حالياً على إنجاز البحث العلمي الخاص بدرجة الدكتوراه الذي يركز على خدمات البرامج الانتقالية لمرحلة ما بعد المدرسة لطلاب الثانوي من ذوي الإعاقة الفكرية في المملكة العربية السعودية. الهدف الرئيسي لهذ ا البحث هو وصف نوعية وجودة خدمات البرامج الانتقالية المقدمة للطلاب من ذوي الإعاقة الفكرية المتوسطة الذي من شأنه يهدف إلى كتابة مجموعة توصيات تساعد على تقديم خدمات انتقالية مناسبة وفعالة لهذه الفئة. فبعد الحصول على الإذن المسبق من قِبل معلم ابنكم - اسم المعلم - فإنني أطلب منكم المشاركة في هذا البحث
الأداة البحثية المستخدمة هي المقابلة والتي قد تستغرق ما بين ٦٠-٩٠ دقيقة للحصول على معلومات شاملة عن خدمات البرامج الانتقالية المقدمة لطلاب الإعاقة الفكرية. فالمشاركة في هذا البحث يعود بالنفع الكبير على خدمات البرامج الانتقالية المقدمة على لذوي الإعاقة الفكرية سواء كانت من المدراس أو مراكز الإعاقة التي تعمل على تهيئة هؤلاء الفئة للاندماج في المجتمع.

مع العلم بأن المشاركة في هذا البحث يكون تطوعياً من غير مقابل ولن تُذكر أسماؤهم في البحث. وأيضا سيعلم أولياء الأمور بأن هذا البحث تمت الموافقة على تطبيقه من المركز الخاص بتطبيق الأبحاث في جامعة نورث كارولينا في قرينزبورو. ونتائج هذه المقابلة والدراسة سوف تستخدم فقط لأغراض تعليمية .

إذا كان لديك الرغبة في المساعدة، آمل إخباري بذلك.

ولكم مني جزيل الشكر والعرفان

الموافقة
[ ] أنا أوافق على المشاركة في هذا البحث وعليه أوقع على هذا النموذج

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: Transition Services from School to Adult Life for Secondary Students with Intellectual Disabilities in Saudi Arabia

Principal Investigator and Faculty Advisor: Mohammed Alshuayl and Dr. Diane Ryndak

Participant's Name:

What are some general things you should know about research studies?
You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or the University of North Carolina at Greensboro.
Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study.

You will be given a copy of this consent form. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

What is the study about?
This is a research project. Your participation is voluntary. This study will investigate the provision of transition services from school to adult life to secondary students with intellectual disabilities in Saudi Arabia. First, this study will describe the nature of transition services from school to adult life currently offered to six secondary students with intellectual disabilities in Saudi Arabia. Second, this study will examine the long-term outcomes participants expect from those services. Participants of this study are six fathers of secondary students moderate intellectual disabilities and their six primary teachers. Only one data collection method will be used to gather information related to the research questions which is an interview Based on the findings, the researcher will provide a set of recommendations to assist in providing appropriate and effective transition services for those students with intellectual disabilities.

Why are you asking me?
Because you have a child with intellectual disability who receive services within a self-contained class. Specifically, fathers who are included in this study meet the following inclusion criteria: (a) have a student age 15-22 and receiving services in self-contained classes; (b) their students are male and attending secondary school and have constant school attendance (i.e., absent fewer than two times per week); and (c) their students are diagnosed as having moderate/severe ID (i.e., have an IQ of 55 or below) and communicate clearly using speech.

Teachers who will be recruited are male and based on the following inclusion criteria: (a) teaching one of the student participants as a primary teacher in a secondary school, (b) holding at least a bachelor's degree in special education with a focus on students with ID, (c) teaching one of the students with ID within a self-contained classroom.

What will you ask me to do if I agree to be in the study?
An interview, estimated to last 60-90 minutes for in-depth/rich information, will be independently audiotaped, transcribed, and analyzed. Interview questions for both teachers and fathers consist of four sections. These four sections focus on (1) concepts and the student's overall education program; (2) each students' needs related to these concepts; (3) the services to meet the students' needs; (4) the quality of services provided for the students with intellectual disabilities.

Is there any audio/video recording?
Yes, there is. Each interview will be audio-recorded to assist with ensuring the validity and richness of information obtained from each interviewee. After each interview, the audio-recording will be listened to repeatedly when transcribing the content in an attempt to assure that the data is transcribed accurately. Because your voice will be potentially identifiable by anyone who hears the recording, your confidentiality for things you say on the recording cannot be guaranteed although the researcher will try to limit access to the recording as described below.

What are the risks to me?
The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. For the potential risks, I will take necessary precautions to avoid risks or at least minimize risks in (i.e., psychological, social, legal, emotional) for participants. For psychological risks, I will make sure that you are not feeling stress or guilty due to your participation. Also, be aware that this study is conducted only for educational purposes and data will be secured for confidentiality. In addition, you can withdraw from this study at any time they want. When it comes to social, legal, and emotional risks, I am aware of the prominence of securing data from data breaches and the negative impacts on you if the confidentiality breach. I am planning to take all precautions as data obtained during data collection will not be linked with subject identifiers and it will be stored in the UNCG BOX.

If you have questions, want more information or have suggestions, please contact Mohammed Alshuayl and Dr. Diane Ryndak who may be reached at (336) 912-2221 or via email msalshua@uncg.edu

If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study, please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Are there any benefits to society as a result of me taking part in this research?
This participation might greatly improve the quality of transition services provided to students with ID by local school districts and agencies working with adolescents and adults with moderate intellectual disabilities who are transitioning from school to the community. In addition, participation might benefit others by causing policy changes that improve the transition services available for students with intellectual disabilities.

Are there any benefits to *me* for taking part in this research study?
There are no direct benefits to participants in this study.

Will I get paid for being in the study? Will it cost me anything?
There are no costs to you or payments made for participating in this study.

How will you keep my information confidential?
All obtained information will be stored in UNCG BOX as it is more secure, easy to use, and unlimited storage. Additionally, no names will not be used when reporting study results. All information obtained in this study is strictly confidential unless disclosure is required by law.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped.

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:
By participating in the interview, you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been

answered. By participating in the interview, you are agreeing that you are 18 years of age or older and are agreeing to participate, in this study described to you by Mohammed Alshuayl.

Date: _____

الموضوع: خدمات البرامج الانتقالية لما بعد المرحلة الثانوية لطلاب الثانوي من ذوي الإعاقة الفكرية في المملكة العربية السعودية
الباحث: محمد بن سعد الشعيل
المشرفة الأكاديمية: د. ديان رينداك

اسم المشارك:

س/ ما هي المعلومات العامة التي ينبغي معرفتها عن الدراسات البحثية؟
لقد طُلب منك المشاركة في هذه الدراسة البحثية. مشاركتك فيها تطوعية. لك الخيار في المشاركة أو الانسحاب من هذه الدراسة لأي سبب كان من دون إي عواقب.
الدراسات البحثية يتم تصميمها للحصول على معلومات جديدة. هذه المعلومات الجديدة قد تساعد الناس في المستقبل. هناك احتمال أن لا يكون هناك فائدة مباشرة لك بسبب مشاركتك في هذا البحث. وأيضا قد يكون هناك خطورة في المشاركة في الدراسات البحثية. إذا اخترت عدم المشاركة في هذا البحث أو الانسحاب من الدراسة قبل إتمامها لن يؤثر هذا الأمر على العلاقة مع الباحث أو المؤسسة التي ينتمي إليها وهي جامعة نورث كارولينا في قرينزبورو.
ولمعرفة تفاصيل هذه الدراسة سوف يتم عرضها تحت السؤال الثاني من هذا النموذج. من المهم أنت تفهم هذه المعلومات المقدمة عن الدراسة لكي يتم بناء عليها اتخاذ قرار مناسب بخصوص المشاركة في هذه البحث.
سوف تحصل على نسخة من هذا النموذج. إذا كان لديك إي سؤال خاص لهذه الدراسة آمل التواصل مع الباحث ومعلوماته موجودة بالأسفل.

س/ ما طبيعة هذه الدراسة؟
هذا مشروع بحثي ومشاركتك فيه تطوعية. هذا الدراسة سوف تبحث عن طبيعة خدمات البرامج الانتقالية لمرحلة ما بعد الثانوية لطلاب الثانوي من ذوي الإعاقة الفكرية في السعودية. أولا هذه الدراسة سوف تصف طبيعة هذه الخدمات المقدمة لستة طلاب من ذوي الإعاقة الفكرية. ثانياً هذه الدراسة سوف تبحث عن الأهداف بعيدة المدى لهؤلاء الطلاب. الأداة البحثية المستخدمة لجميع البيانات هي المقابلة وبناء على نتائج هذه المقابلة سوف يقوم الباحث بإعداد مجموعة من التوصيات الي من شأنها الرفع من جودة الخدمات الانتقالية المقدمة لطلاب الثانوي من ذوي الإعاقة الفكرية في المملكة العربية السعودية.

س/ لما ذا تم اختياري؟
لان لك علاقة مع طالب من ذوي الإعاقة الفكرية الذين يتم تقديم الخدمات التعليمية لهم في فصول خاصة داخل مدارس عامة. لقد تم اختيار ولي الأمر بناءً على المعايير التالية: (١) لديهم ابن عمره ١٥-٢٢ ويتم تقديم خدمات تعليمه له في فصول خاصة داخل المدارس العادية؛ (٢) ابنهم في المرحلة الثانوية ويحضر باستمرار [غياباته أقل من اثنين في الإسبوع]؛ (٣) انه تم تشخيص ابنهم بأن لديه إعاقة فكرية متوسطة/شديدة (درجة ذكاؤه ٥٥ أو أقل) ويتواصل لفظياً مع الغير.
أما بالنسبة لمعايير اختيار المعلمين فهي كالتالي: (١) أن يكون المعلم يدرس أحد الطلاب الستة ويكون معلمه الأساسي؛ (٢) حاصل على الأقل شهادة بكالوريوس في التربية الخاصة ومتخصص في الإعاقة الفكرية؛ (٣) يدرس الطالب من ذوي الإعاقة الفكرية في فصول خاصة داخل المدارس العادية.
س/ ما هي محاور أسئلة المقابلة؟
المقابلة قد تستغرق ما بين ٦٠-٩٠ دقيقة وتشمل على أربعة محاور هي:
١- المفاهيم التي لها علاقة بالخدمات الانتقالية
٢- احتياجات الطلاب الخاصة ذات العلاقة بمفاهيم الخدمات الانتقالية
٣- الخدمات المقدمة لتلبية احتياجات الطلاب الخاصة بتلك المفاهيم
٤- جودة الخدمات المقدمة لذوي الإعاقة الفكرية

س/ هل سيتم تسجيل المقابلة؟
نعم سوف يتم تسجيل المقابلة للتأكد من المعلومات المقدمة والحصول على تفاصيل دقيقة عن نوعية الخدمات المقدمة لذوي الإعاقة الفكرية. بعد المقابلة سوف يتم الاستماع لأكثر من مره لكي يتم عرض التفاصيل بدقة في البحث. ولأن صوتك قد يكون واضع في التسجيل ليس هناك ضمان كامل في الخصوصية ولكن الباحث سوف يفعل ما في وسعه لتقييد الوصول للتسجيل.

س/ ما هي المخاطر من المشاركة في هذا البحث؟
المركز الخاص بالأبحاث في جامعة نورث كارولينا بقرينزبورو حدد ذلك بأن المشاركين في هذا البث قد يتعرضوا لمخاطر بسيطة. للمخاطر المحتملة، سوف أتخذ جميع الإجراءات الاحتياطية لتجنب المخاطر أو تقليلها سواء كانت مخاطر نفسية أو اجتماعية أو قانونيه أو عاطفية. بما يخص المخاطر النفسية، سوف أتأكد من أنك لا تشعر بالضغط أو بالذنب بسبب مشاركتك في هذا البحث وذلك بسبب أن نتائج هذا البحث سوف تُستخدم لأغراض تعليمية فقط وأيضاً سوف تكون البيانات في أمان تام من الاطلاع عليها من أشخاص غير مصرح لهم بذلك. وأيضا تستطيع أن تنسحب من المشاركة في هذا البحث في أي وقت شئت. أما بالنسبة للمخاطر الاجتماعية أو القانونية أو العاطفية فأنا على دراية كاملة بأهمية تأمين البيانات من الاختراق وعلى علم بأن اختراقها لها تأثير سلبي على المشاركين. لذلك سوف أتخذ جميع الإجراءات الاحترازية لجعل جميع البيانات مخزنة في موقع Uncg box و عدم جعل البيانات مرتبطة بأسماء المشاركين لكي لا يتم معرفتهم.

إذا كان لديك سؤال لا تتردد بالتواصل مع الباحث ورقمه ٣٣٦٩١٢٢٢٢١ وإيميله msalshua@uncg.edu
إذا كان لديك استفسار حول حقوقك كمشارك في البحث أو شكوى أو تبليغ عن نوع المعاملة أو فوائد المشارك في هذا البحث تواصل مع مركز البحث في الجامعة ورقمه ٨٥٥٢٥١٢٣٥١.

س/ هل هناك فائدة للمجتمع بسبب المشاركة في هذا البحث؟
نعم هناك فوائد قد تعود بالنفع على المجتمع ومنها رفع من جودة الخدمات الانتقالية المقدمة لذوي الإعاقة الفكرية في السعودية سواء كانت في المدارس أو مراكز الإعاقة. وأيضا المشاركة في هذا البحث قد تساعد في إعادة صياغة القوانين الخاصة بالإعاقة التي من شأنها ترفع من مستوى الخدمات المقدمة لذوي الإعاقة الفكرية وخصوصًا الخدمات الانتقالية.

س/ هل هناك فوائد على المستوى الشخص بسبب المشاركة في هذا البحث؟
لا ليس هناك قوائم مباشرة تعود عليك بالنفع

س/ هل سوف يتم تعويضي بسبب المشاركة في هذا البحث؟
لا ليس هناك تعويض مادي بسبب المشاركة

س/ ما هي آلية المحافظة على خصوصية المعلومات؟
جميع المعلومات سوف تُحفظ في UNCG BOX لأنه موثوق درجة الأمان فيه عالية جدا وأيضا لن توضع أسماؤهم الصريحة في نتائج الدراسة .

س/ ماذا سيحصل لو أردت الانسحاب من الدراسة؟
لك الحق في عدم المشاركة أو الانسحاب من هذه الدراسة من دون أي عواقب. إذا قررت الانسحاب فهذا لن يؤثر عليك على أية حال. إذا قررت الانسحاب من الدراسة تستطيع طلب إي معلومات خاصة بك وإتلافها إلا في حالة أن هذه المعلومات غير قابلة لتحديد هوية صاحبها. أيضاً لدى الباحث الخيار لعدم إكمال المقابلة معك في إي وقت وذلك بسبب ردة فعل غير متوقعة أو عدم الالتزام بالتعليمات أو أن الدراسة كاملة تم توقف العمل فيها.

س/ ماذا سيحصل في حالة تم تعديل معلومات الدراسة وإضافة معلومات جديدة؟
في حالة وجود معلومات جديدة ومهمة لها علاقة بالدراسة التي من شأنها سوف تؤثر على استمرارية المشاركة في هذه الدراسة سوف يتم تقديمها لك.

الموافقة التطوعية للمشارك:
بالموافقة على المشاركة في هذه المقابلة أنت توافق على قراءة المعلومات المقدمة في الأعلى أو تم قراءتها لك وأنت على إدراك وفهم كامل بمحتوى هذا الملف وانت على استعداد بالمشاركة في هذا البحث. كل أسئلتك واستفساراتك سوف يتم الإجابة عنها. أنت توافق على أن عمرك ١٨ سنةً أو أكثر وأنت موافق للمشاركة في هذه الدراسة التي تم وصفها من قِبل الباحث محمد الشعيل.

التاريخ

APPENDIX C.

LIST OF ABBREVIATIONS

ID	Intellectual Disability
G20	The Group of 20
IDEA	Individuals with Disabilities Education Act
OSERS	Office of Special Education and Rehabilitation Services
UNHR	United Nations Human Rights Report
NCLB	No Child Left Behind
ESSA	Every Student Succeeds Act
ADA	Americans with Disabilities Act
AYP	Annual Yearly Progress
EBPs	Evidence-Based Practices
FIN	Florida Inclusion Network
BPIE	School Best Practice for Inclusive
CBVI	Community-Based Vocational Instruction
ICA	Intercoder Agreement
MID	Moderate Intellectual Disability
AAIDD	American Association on Intellectual and Developmental Disabilities
IES	The Institute of Education Sciences
HEOA	The Higher Education Opportunity Act
NLTS-2	Data from the National Longitudinal Transition Study- 2
OSEP	Office of Special Education Programs